RENAISSANCE LEARNING

Accelerated Math™ Software Manual

Renaissance Learning
PO Box 8036
Wisconsin Rapids, WI 54495-8036

Telephone: (800) 338-4204
(715) 424-3636
Outside the US: 1.715.424.3636
Fax: (715) 424-4242

Email (general questions): answers@renaissance.com
Email (technical questions): support@renaissance.com
Website: www.renaissance.com

Copyright Notice

Copyright © 2015 by Renaissance Learning, Inc. All Rights Reserved.

This publication is protected by US and international copyright laws. It is unlawful to duplicate or reproduce any copyrighted material without authorization from the copyright holder. This document may be reproduced only by staff members in schools that have a license for Accelerated Math Renaissance Place software. For more information, contact Renaissance Learning, Inc., at the address above.

All logos, designs, and brand names for Renaissance Learning's products and services, including but not limited to Accelerated Math, Accelerated Reader, AccelScan, AccelTest, AR, AR 360, ATOS, Core Progress, English in a Flash, Learnalytics, Progress Pulse, Renaissance Home Connect, Renaissance Learning, Renaissance Place, Renaissance-U, STAR, STAR 360, STAR Custom, STAR Early Literacy, STAR Math, STAR Reading, STAR Reading Spanish, Successful Reader, Subtext and UClass, are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries. All other product and company names should be considered the property of their respective companies and organizations.

Apple, iPad, iPhone, iPod touch, Macintosh, and Safari are trademarks of Apple Computer, Inc., registered in the US and other countries.

Microsoft, Windows, and Internet Explorer are registered trademarks of Microsoft Corporation in the US and/or other countries.

Adobe, Reader, and Flash are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

Firefox is a registered trademark of the Mozilla Foundation.

This product includes software developed by the Apache Software Foundation (www.apache.org/).

This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit (www.openssl.org/).

Any standards referenced in this manual, software, or reports are the property of their respective copyright holders.

As technology advances, it becomes necessary for software companies to drop support for older operating systems and third-party software. It is the responsibility of customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements.

3/2015 AMRP

Contents

Welcome to Accelerated Math 1

How It Works in Your Classroom 1
Programs You Will Use 2
Accelerated Math Software 2
Renaissance Place Management System 3
Other Programs 4
Tour of the Home Page 5
Did You Know? 6
Alerts 6
Tools to Help You with Accelerated Math 7
Manuals and Other Documents 7
Help in the Software 8
Live Chat Support 9
Training 9
Resources 9
Need More Help? 9

Getting Started 10

Logging In and Changing Your Password 10
Setup Checklist for the Accelerated Math Software 11
Choosing an Objective List for a Class or Group 12
Assigning Objectives to Students in the Assignment Book 14
Accelerated Math Assignments 16
Online versus Paper Assignments 16
Types of Assignments 17
How to Start Generating Assignments 17
How to Score Assignments 17
Navigating the Software 18
Switching Roles and Schools from the Home Page 18
Logging Out and Closing the Software 19

Software Requirements 20

Current Requirements 20
Checking for the Supporting Software You Need 20

Setup for Working with Paper Assignments 22

Installing the Renaissance Place Print Plug-In 22
Setting Up the Scanner 24
Connecting the Scanner to the Computer 24
Installing the AccelScan Software 25
AccelScan Software Updates 30
Preparing to Use Renaissance Responders or NEO 2s with Accelerated Math 31
Setting Up the Renaissance Receiver and Using Responders or NEO 2s 31
Installing the Renaissance Responder Software 31

Getting Ready for a New School Year 35

Renaissance Place Tasks for the New School Year 35
Technology/Computer Coordinator Tasks for the New School Year 36
Accelerated Math Tasks for the New School Year 36

Setting Up Objectives for Your Class 38

Libraries 38
What Are Libraries? 38
Viewing Library Information 38
Printing the Library Guide or Scope and Sequence 40
Adding Libraries for a School 41
Removing Libraries for a School 41
What Are Objectives and Objective Lists? 42
Types of Objective Lists (Shared, My Lists, and Library Lists) 43
Library Lists 43
Shared Lists 43
My Lists (Private Lists) 43
Choosing an Objective List 43
Creating New Objective Lists 44
Creating an Objective List Starting from the Libraries Page 44
Creating an Objective List Starting from the Assignment Book or Extended Response Page 46
Adding Objectives by Library 47
Adding Objectives by Searching by Objective Name 50
Adding Objectives by Searching by State Standard Code 51
Viewing an Objective List 52
Adding Objectives to a List or Removing Them from a List 53
Editing an Objective List's Name, Owner, or Permissions 59
Changing the Order of Objectives in a List 60
Marking Objectives Related to Specific Standards 62

Copying an Objective List 63
Importing Objective Lists 64
Exporting Objective Lists 65
Deleting Objective Lists 67

Introduction to the Assignment Book 68

How Students Master Objectives in the Assignment Book 68
Viewing the Assignment Book for a Class 69
How Students Start Working (Assigning Objectives and Generating Assignments) 70
Assignment Book Symbols 70
Intervene 71
Mastery Criteria 73
Mastery Criteria Defined 73
How to Change the Mastery Criteria for an Objective 74
Viewing a Sample Problem or Worked Example for an Objective 76
Copying Settings from One Class to Another 77

Working with Online Assignments 79

Generating Online Assignments 79
Generating Online Practices 79
Generating Online Exercises 81
Generating Online Tests 84
Generating Online Diagnostic Tests 86
How Students Work in the Software 89
Where to Get Students' User Names and Passwords 89
How Students Log In 89
Completing Online Assignments 90
Using the Resources 98
Reviewing Past Online Assignments 101
Changing the Class You Are Working In 104
Viewing or Printing Online Assignments 105
Deleting Unscored Online Assignments 106
How to Delete an Unscored Online Assignment for One Student 106
How to Delete an Unscored Online Assignment for More Than One Student 107
Deleting Scored Online Assignments for Individual Students 108

Working with Paper (Printed) Assignments 109

Generating Paper Assignments 109
Generating Paper Practices 110

Generating Paper Exercises 112
Generating Paper Tests 115
Generating Paper Diagnostic Test 117
Regenerating/Reprinting Paper Assignments 120
How to Regenerate a Paper Assignment for One Student 120
How to Regenerate Paper Assignments for More Than One Student 122
How Students Reprint Paper Assignments 123
Scoring Paper Assignments 127
How to Score Paper Assignments Using AccelScan 127
How to Score Paper Assignments Using Renaissance Responders or NEO 2s 129
How Students Can Score Paper Assignments in the Software 132
How Teachers Score Paper Assignments in the Assignment Book 135
Rescoring Paper Assignments 136
How Students Review Past Paper Assignments 137
Deleting Unscored Paper Assignments 139
How to Delete an Unscored Paper Assignment for One Student 139
How to Delete Unscored Paper Assignments for More Than One Student 140
Deleting Scored Paper Assignments for Individual Students 141

How Students View Their Progress 142

Managing Student Work 144

Viewing a Student's Details 144
Transferring Student Data from One Class to Another 146
How Data Is Transferred from and to Groups in a Class 146
How to Transfer Student Data from One Class to Another 146
Student Capacity Limit 147
Putting Objectives on Hold 148
Resetting Objectives 150
Unassigning Objectives 152
Printing Reports from the Assignment Book 154
How to Print the Diagnostic or Status of the Class Report in the Assignment Book 154
How to Regenerate the TOPS Report in the Assignment Book 155
Using the Math Glossary 157
Using Groups in the Class Assignment Book 158
About Groups 158
Creating Groups 159
Changing the Name of a Group 162
Changing the Students in a Group 163
Deleting a Group 165

Using Renaissance Home Connect with Accelerated Math RP 166

How Students Log in to Renaissance Home Connect 166

How Students Use Renaissance Home Connect to Complete Practices and Exercises 167

How Students View Their Accelerated Math Progress in Renaissance Home Connect 168

How Students View Worked Examples in Renaissance Home Connect 171

How Students Use the Math Glossary 175

Differences between Renaissance Home Connect and Parent Login 177

Renaissance Home Connect 177

Parent Access to Renaissance Place 178

Extended Response Assignments 179

Symbols on the Extended Response Pages 179

How Extended Response Assignments Work 179

Viewing the Extended Response Page for a Class 180

Generating or Regenerating Extended Response Assignments 181

Scoring or Rescoring Extended Response Assignments 183

Transferring Extended Response Assignment Data from Other Classes 183

Viewing Extended Response Problems 184

Printing Reports from the Extended Response Page 185

How to Print the Extended Response Diagnostic Report 185

How to Regenerate the TOPS Report on the Extended Response Page 186

Deleting Extended Response Assignments 188

Teams and Goals 189

About Goals 189

Setting Goals 189

About Teams and Team Sets 190

Adding Team Sets 191

Adding Teams to a Set 192

Assigning Students to Teams 193

How to Automatically Divide Students Among Teams 193

How to Manually Select Students for Each Team 193

How to Change the Students on a Team 195

Editing Team Set Names and Owners 196

Editing Team Names 197
Deleting Teams from Sets 198
Deleting Team Sets 199
Printing Reports from the Teams & Goals Page 199

Reports 201

About Renaissance Place and Accelerated Math Reports 201
Using Accelerated Math Reports 202
Check for a PDF Reader Before You Generate Reports 202
Printing Accelerated Math Reports 203
About Reporting Parameter Groups 206
Working in a Different School Year to Get Reports on Past Classes 207
Report Descriptions 208
Certificate Report 208
Diagnostic Report 208
Extended Response Diagnostic Report 208
Extended Response Student Record Report 209
Goal History Report 209
Group Standards Mastery Report 209
Library Report 210
Marking Period Progress Report 210
Mastery Chart 210
Objective List Report 211
Parent Report 211
Ranking Report 212
Schoolwide Summary Report 212
Status of the Class Report 213
Student Grouping Report 213
Student Record Report 214
Student Standards Mastery Report 214
Team Standings Chart 215
Team Status Report 215
TOPS Report 216
Which Report Should I Use? 217
Diagnostic Export 221
Engaged Time 221
Parent Reports 221
How to Give Parents Direct Access to the Accelerated Math Parent Reports 221
How Parents Print Accelerated Math Reports from Renaissance Place 222

Renaissance Place Summary Dashboard 224

Preferences 226

Changing Classroom Preferences 226

How to Change the Class Marking Periods Preference 226

How to Change the Extended Response Preference 227

How to Change the Online Resources Preference 228

How to Change the Paper Assignments Preference 229

How to Change the Practice Preference 231

How to Change the Renaissance Home Connect Preference (If Available) 232

How to Change the Scoring Preference 233

How to Change the TOPS Report and Online Review Preference 234

Changing the General Preference (a User Preference) 235

Capabilities 236

User Groups 236

Accelerated Math Capabilities 238

Troubleshooting 239

Students can't log in. They see this message: "Students may not log in outside the school network." 240

Students who are trying to log in see this message: "The account is locked out. Please see your teacher." 240

Students don't know their user names and passwords, or they get messages saying the user name or password is invalid. 240

The AccelScan scanning software notifies you that answers are not marked properly on a scan card 241

The AccelScan scanning software notifies you that it cannot read the form number or that the form number was not found 241

The AccelScan scanning software does not detect the scanner 242

The AccelScan scanner will not accept cards when the AccelScan scanning software is in the background on your computer 242

Cards are not feeding through the AccelScan scanner correctly 242

Scan cards are not being scored correctly 243

The Accelerated Math or AccelScan software notifies you that there is no capacity remaining or that capacity has expired 243

TOPS Reports do not print when paper Accelerated Math assignments are scored 243

Some symbols don't print correctly on paper Accelerated Math assignments 244

Student objectives are showing as mastered or reviewed in the Assignment Book, but not on reports 244

The TOPS Report shows the student answered 0 out of 0 problems correctly for 0% 244

After an assignment is scored with AccelScan, the student's next assignment doesn't generate and print 245
Problems were marked incorrect for a paper assignment that were answered correctly 245
Generating paper assignments seems to take a long time 245
The Practice Average Percent Correct on the TOPS Report does not match the number on the Diagnostic Report 246

Index 247

Welcome to Accelerated Math

Accelerated Math Renaissance Place (RP) is a computer-based system that manages and monitors students' mathematics practice from first grade through calculus.

Accelerated Math automatically performs these essential tasks:

- Generates assignments for each student
- Scores students' work and gives immediate feedback
- Gives you diagnostic information each day through individual student and class reports
- Tells you which mathematics objectives students have mastered and which ones are giving them difficulty

Accelerated Math will help you individualize instruction and student work in your classroom.

How It Works in Your Classroom

A typical Accelerated Math classroom operates something like this:

1. You assign objectives to students in the Accelerated Math Assignment Book.
2. You provide instruction on Accelerated Math objectives.
3. In Accelerated Math, you generate an individualized practice assignment for each student based on the objectives you assigned.
4. Students work on the practice assignments. For online assignments, students log in to see the problems and enter their answers. To score paper assignments, students can record their answers on cards to be scanned with AccelScan, enter their answers on Renaissance Responders or NEO 2s, or log in to the software and enter their answers.
5. Accelerated Math scores each student's work, provides online results or prints a TOPS Report, and generates the student's next practice assignment.
6. The student reworks any problems missed, and you and the student discuss the results and any corrections.
7. When the student meets the practice mastery criteria for an objective (see page 73), you generate a test for that student.
8. Students work on their tests and complete or score them.
9. Accelerated Math scores the tests, and you and the student discuss the results and any corrections.

Students will get feedback after an assignment, and the next practice may be generated automatically. *After completing or scoring assignments, students see their results in the software or get paper TOPS Reports. Students can see their scores, the answers they missed, and the specific objectives they need more practice on. The next practice assignment may provide additional practice on objectives that need more work and on new objectives to replace those mastered.*

10. When the student meets the test mastery criteria, the objective is mastered. Review problems from the objective will start appearing on practices two weeks after this.

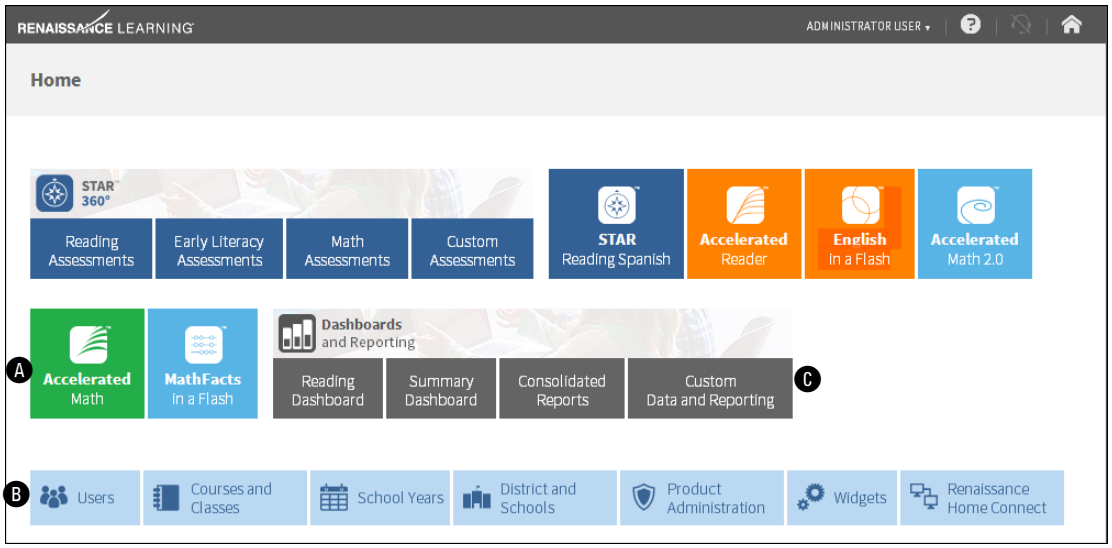
Programs You Will Use

Accelerated Math has four components: the Accelerated Math software, the Renaissance Place Management system, the AccelScan software, and the Renaissance Responder software.

Accelerated Math Software

The Accelerated Math software—accessible from the Renaissance Place Home page (see Ⓐ on the next page)—will manage the program in your classrooms and keep track of students' progress.

Use Accelerated Math to:	See Page
View information about libraries	38
Create objective lists if you want to make your own instead of using the ones that were automatically created for each library	44
Choose an objective list for each class	12
Set up groups within your class	158
Assign objectives to students	14
Generate assignments	Online: 79 Paper: 109
Score assignments	127
View information about students' work on objectives	144
Create teams	190
Set goals	189
Print reports	154
Set preferences	226
Get tips, manuals, and other documents to help you use Accelerated Math in your classroom	7



Renaissance Place Management System

The Renaissance Place management system—found under the products Ⓑ and under Dashboards and Reporting Ⓒ on the Home page—lets you view and manage district, school, student, teacher, parent, course, and class information in the Renaissance Place database, which is shared by all Renaissance Place software used in your district or school.

The tasks you can perform in the management program depend on your user group. For example, administrators have more management tasks to perform than teachers. Sample tasks may include:

- Adding, editing, or deleting courses and classes
- Assigning teachers and students to classes
- Selecting a different school year to work in
- Viewing student information
- Clearing a lock if a student's login is denied
- Downloading software needed to run Renaissance Place programs
- Printing reports with data from multiple Renaissance Place programs

For information on the Renaissance Place management system, *see the* Renaissance Place Software Manual *or click* ***?****, then* ***Help*** *in the software.*

Other Programs

Supporting Software

Adobe Flash Player

Adobe Flash Player must be installed on teacher computers so that they can view worked examples and use the math glossary. It is also required on any computer where students will use Renaissance Home Connect so that they can also view the worked examples and math glossary. To check for Adobe Flash Player, see page 20.

Adobe Reader

To view or print reports, Adobe Reader *must* be installed on the computer being used (certain Macintosh computers can use Preview instead). For more information, see page 20.

Renaissance Place Print Plug-In

If you will be using paper assignments, the Renaissance Place Print Plug-In is required for direct printing of TOPS reports and assignments in Accelerated Math. (The plug-in is not required if you will be using online assignments only.) For more information, see “Installing the Renaissance Place Print Plug-In” on page 22.

Client Application Software

AccelScan Software

The AccelScan software is the link between Accelerated Math and the scanner. It reads students’ answers to paper assignments on their scan cards and automatically scores their work. Instructions for setting up the scanner and installing the AccelScan software begin on page 25.

Renaissance Responder Software

The Renaissance Responder software allows you to have students use either Renaissance Responders or NEO 2s to enter their answers to paper Accelerated Math assignments. These answers are then scored automatically. (To set up the Renaissance Receiver and Renaissance Responders, see the *2Know! Setup and Resource Guide*. For more about the Responder SmartApplet on NEO 2, see the *NEO 2 Quick Guide*.) To install the Renaissance Responder software for Accelerated Math, see page 31.

Tour of the Home Page

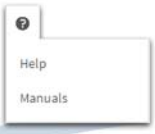
For more information on the Home page and the program functions that can be accessed from it, see the *Renaissance Place Software Manual*.

The Dashboards and Reporting options give you a way to quickly get an overview of how your school(s) are performing.

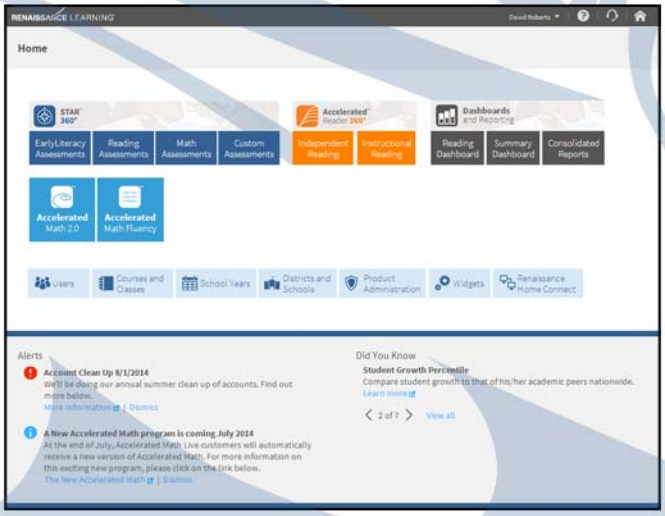
If you belong to more than one user group, or are assigned to more than one school, use this drop-down list to change your role (or to log out).

For help, select the **?**, then:

- Select **Help** to open a help page related to the software page you're viewing.
- Select **Manuals** to access all the products' software manuals.

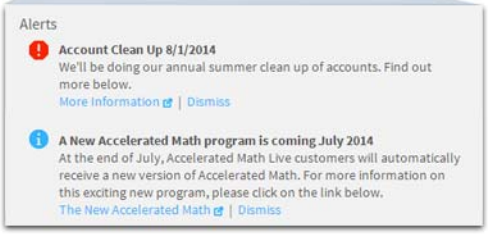


Each program used by your school is listed on the Home page. Select a program to see links that allow you to go to specific program features. For in-depth explanations of its program features, see each program's help or software manual.


RENAISSANCE LEARNING
Home
STAR 360
Accelerated Reader 360
Dashboards and Reporting
Early Literacy Assessments
Reading Assessments
Math Assessments
Custom Assessments
Independent Reading
Instructional Reading
Reading Dashboard
Summary Dashboard
Consolidated Reports
Accelerated Math 2.0
Accelerated Math Fluency
Users
Courses and Classes
School Years
Districts and Schools
Product Administration
Widgets
Renaissance Home Connect
Alerts
Account Clean Up 8/1/2014
We'll be doing our annual summer clean up of accounts. Find out more below.
More Information | Dismiss
A New Accelerated Math program is coming July 2014
At the end of July, Accelerated Math Live customers will automatically receive a new version of Accelerated Math. For more information on this exciting new program, please click on the link below.
The New Accelerated Math | Dismiss
Did You Know
Student Growth Percentile
Compare student growth to that of his/her academic peers nationwide.
Learn more
2 of 7
View all

Select the live support icon to chat with a member of our support staff.

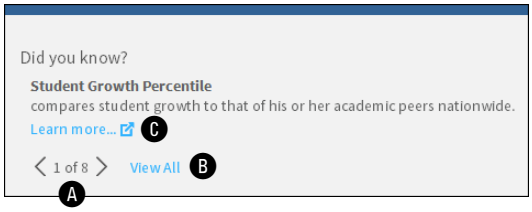
Select the home icon to return to the Home page.


Alerts
Account Clean Up 8/1/2014
We'll be doing our annual summer clean up of accounts. Find out more below.
More Information | Dismiss
A New Accelerated Math program is coming July 2014
At the end of July, Accelerated Math Live customers will automatically receive a new version of Accelerated Math. For more information on this exciting new program, please click on the link below.
The New Accelerated Math | Dismiss

Alerts let you know when there is new information about your software or if it needs administrative attention (for example, a subscription renewal).

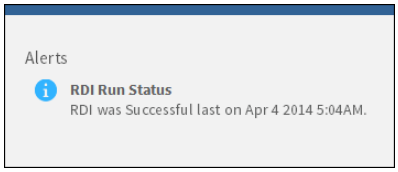
Did you know? articles provide information about program functions and resources to help you use the software more effectively.

Did You Know?



On the bottom of the Home page, the Did You Know? area displays information about program features to help you use the software more effectively. The software will automatically cycle from one topic to the next each time the Home page is refreshed. You can select the left or right arrows Ⓐ to move through the topics at your own pace, or you can select **View All** Ⓑ to go to a new page where all the current topics (and some of the previously featured items) can be seen. For each topic, you can select **Learn more** Ⓒ to get more in-depth information about that feature.

Alerts



When you log in to Renaissance Place, you will see Alerts on the bottom of the page. You may see one or more alerts, depending on your role:

There are three types of alerts:

- **General product information** : Inform you of new product features or other changes to your software. For example, if the server hosting Renaissance Place for you will be undergoing maintenance, you would be notified in an alert.
- **Action necessary** : You must take specific action in the software. For example, if a parent has requested access to Renaissance Place, you will see an alert here so you can view the request and choose to accept or deny it.
- **Immediate attention** : You must take immediate action. For example, if the terms of the Renaissance Place License Agreement change, you will need to agree to the new terms before you can use the software.

Alerts will have whatever links are necessary for you to take action, view more information, or dismiss the alert. License agreement alerts and subscription alerts require special attention:

- **License agreement alerts:** District administrators and school administrators will be presented with a notice that they must view and accept the terms of the Renaissance Place License Agreement. They will be provided with a link to view the license; on the license page, they can choose to accept or not accept the agreement.

If an administrator-level user does not accept the agreement within 30 days after the alert first appears, the alert will appear on the Home pages for district staff, school staff, and teachers. At least one user per site must agree to the license agreement.

- **Subscription alerts:** When 90 days remain before your subscription runs out, an alert appears to remind you. This alert can be dismissed, but it will reappear again when the subscription is down to 60 days, then 30, then 15. During this time frame, if your subscription is renewed, Renaissance Learning will enter the new subscription code, and this alert will not reappear until 90 days prior to the end date of the new code (next year).

Tools to Help You with Accelerated Math

You'll find many tools in the software to help you learn how to use Accelerated Math:

- Manuals and other documents (as described below)
- Help in the software (see page 8)
- Live Chat Support (see page 9)
- Training (see page 9)
- Resources (see page 9)

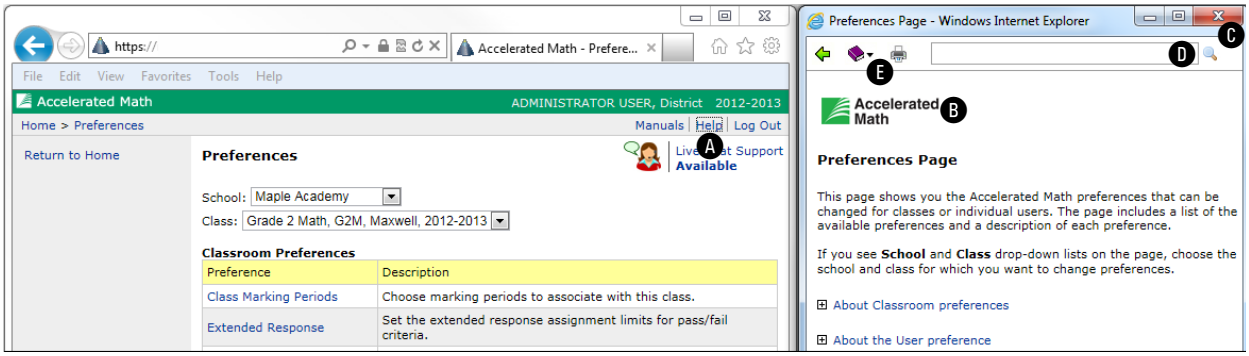
Manuals and Other Documents

To find the software manuals and other useful documents, select **Manuals** in the upper-right corner of any page. (On the Home page, select **?**, then **Manuals**.) Selecting that link lists the documents available for the Renaissance Place programs on your server. For Accelerated Math, you'll find these documents helpful:

Document	Includes
Accelerated Math Software Manual	▸ General information about the program ▸ Step-by-step instructions for working with the program
Accelerated Math Tips for Getting Started	▸ Helpful hints to get you started using the program
Renaissance Place Software Manual	▸ Procedures for managing all school and district information ▸ Instructions for consolidating data and generating custom reports
How to Read a Math Implementation Report	▸ Information to help you interpret data in the Renaissance Place Implementation Progress and Status Reports

Help in the Software

To access the help, select **Help** in the upper-right corner of any page. The help opens in a separate window as shown below.


Accelerated Math - Prefere...
File Edit View Favorites Tools Help
Accelerated Math
ADMINISTRATOR USER, District 2012-2013
Home > Preferences
Manuals | Help | Log Out
A
Return to Home
Preferences
Live Assist Support Available
School: Maple Academy
Class: Grade 2 Math, G2M, Maxwell, 2012-2013
Classroom Preferences
Preference
Description
Class Marking Periods
Choose marking periods to associate with this class.
Extended Response
Set the extended response assignment limits for pass/fail criteria.
Preferences Page - Windows Internet Explorer
C
D
E
Accelerated Math
B
Preferences Page
This page shows you the Accelerated Math preferences that can be changed for classes or individual users. The page includes a list of the available preferences and a description of each preference.
If you see School and Class drop-down lists on the page, choose the school and class for which you want to change preferences.
About Classroom preferences
About the User preference

- The **Help** link Ⓐ is on every page in the program. Select it to get more information about the page currently displayed in the program.
- This logo Ⓑ lets you know you're in the Accelerated Math help. If you go to another program's help, the logo for that program will appear.
- To close the help, select the close button Ⓒ.
- To search, use the search field at the top of the help page. Enter words to look for in the help, and select the search icon Ⓓ to see the results. When you do this, the program searches the help for all the installed Renaissance Place programs. Since the search covers all available help, this is the best way to find what you need.
- To navigate the help, use the icons Ⓔ at the top of the help page:

  To view previously selected help, select the back arrow.

  Select the book icon and choose **Contents**, **Index**, or **Other Help**.

  Contents: Displays the table of contents for the current product help.

  Index: Displays an alphabetical list of topics for the current product help.

  Other Help: Takes you to a page where the Renaissance Place products installed on this server are listed, including Accelerated Math and Renaissance Place. When you select one of the products, the Contents for that product's online help will open.

  To print the current help topic, select the print icon.

Live Chat Support

Select the chat icon on the Home page or **Live Chat Support** on other pages (shown to the right) to chat with a member of the support staff. By default, you can access chat from any Renaissance Place page; however, district administrators can set a preference to make it accessible from the Home page only or to turn it off entirely. See the *Renaissance Place Software Manual* for details.

Training

On the Renaissance Learning Customer Center (www.renaissance.com/Customer-Center), you can find recorded web seminars and on-demand sessions to help you learn more about Renaissance Place software.

Renaissance Learning also offers on-site and remote technical consulting and training to help you better manage the technical aspects of your implementation, or assess your technical environment with our Educational Technology Assessment service. For more information, including pricing, call (800) 338-4204.

Getting Results Guides: For practical guidance on techniques and best practices to help you maximize implementation of Renaissance products, on the Home page, select **Accelerated Math**, then **Resources**. Select **Getting Started in the Classroom** to find *Getting Results with Accelerated Math* among other Accelerated Math resources.

Resources

The Accelerated Math software contains other resources to help you use Accelerated Math in your classroom. On the Home page, select **Accelerated Math**, then **Resources** to find forms, plans, charts, tips, routines, research, and other helpful documents.

Note that students also have access to resources meant to help them during assignments; see page 98.

Need More Help?

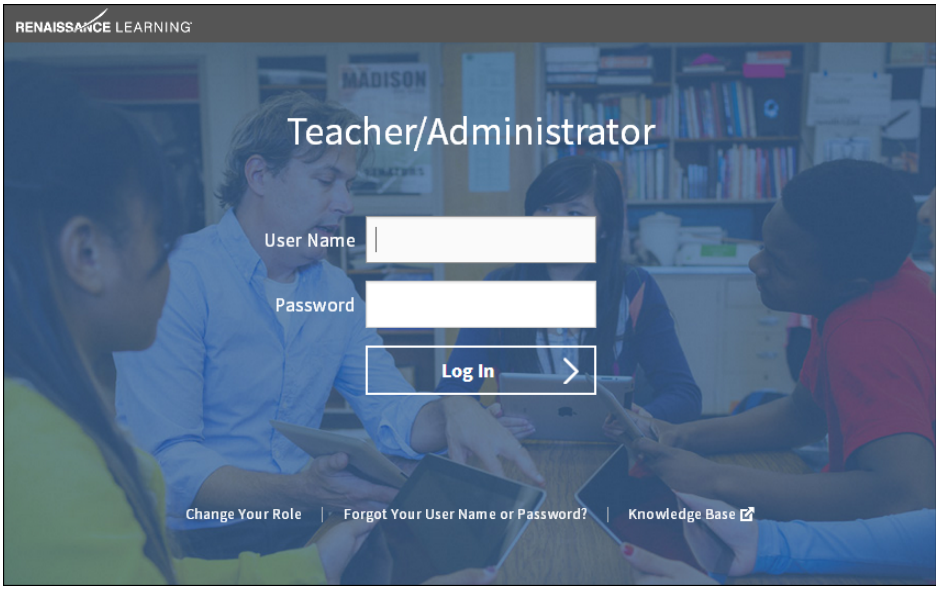
- **Knowledge Base:** For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renaissance.com/techkb/
- **Email:** Send general questions to answers@renaissance.com; send technical questions to support@renaissance.com.
- **Phone:** Call (800) 338-4204 for assistance. Outside the US, call 1.715.424.3636.

Getting Started

Logging In and Changing Your Password

Use these instructions to log in to Renaissance Place and access the Accelerated Math program.

1. In your web browser, go to the URL for Renaissance Place.
2. Select **I'm a Teacher/Administrator**.
3. Enter your user name and password.



4. Select **Log In**.

   If you are not required to change your password, your Home page opens (see page 5).

   If you are asked to change your password, one of two things has happened. Either your system administrator wants you to change it for security reasons or you haven't changed it in a year and the software requires it.

If you have forgotten your user name or password, click Forgot Your User Name or Password? on the right side of the login page. *You can use your email address or security questions to verify your identity and retrieve your user name or reset your password. You can only use this feature if you have previously entered your email address on the Renaissance Place Login Settings page and verified that address. For more information, see the* Renaissance Place Software Manual.

Setup Checklist for the Accelerated Math Software

The tasks listed below must be performed before you start using Accelerated Math in your classroom. You may or may not be the one required to complete any of these tasks.

Task	Usually Performed By					Where to Find Instructions
	District		School			
	Admin.	Staff	Admin.	Staff	Teacher	
Add school administrators and district staff	✓	✓				*Renaissance Place Software Manual*
Add teachers, school staff, and students; add parents, if desired	✓	✓	✓			
Add school marking periods	✓		✓			
Add courses and classes, assign teachers, select Accelerated Math in the products for each class, and enroll students in classes	✓	✓	✓	✓		
Set the Class Marking Period preference	✓		✓		✓	Page 226
Create objective lists and add objectives to them (if you want to create your own instead of using the lists that were automatically created for each library)	✓	✓	✓	✓	✓	Page 44
Select an objective list for each class Assignment Book and for extended response assignments	✓		✓		✓	Page 12
Set up groups for your class if necessary	✓		✓		✓	Page 158
Assign objectives to students	✓		✓		✓	Page 14
Generate your students' assignments	✓		✓		✓	Paper assignments: Page 109 Online assignments: Page 79
If you will be using paper assignments, make sure you have the Renaissance Place print plug-in and other software that you will need, and set up any hardware devices that you will use.	✓	✓	✓	✓	✓	Page 22
Make sure teacher and student computers have other necessary software installed	✓	✓	✓	✓	✓	Page 20

Choosing an Objective List for a Class or Group

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

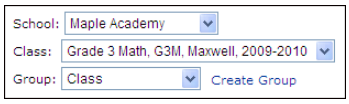
Learn more about capabilities on page 236.

The first step in using Accelerated Math with a class is to choose the list of objectives that the class assignments will come from.

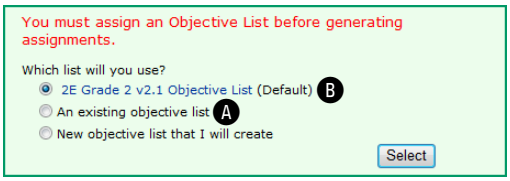
The steps below tell you how to select an objective list that already exists—either one of the library objective lists in the software or one that a teacher or administrator created. If you need to create a custom objective list to use, see page 44; for more information about objectives and objective lists, see page 42.

Follow these steps to choose a list for a class or for a group within a class.

1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. In the Assignment Book, you can also choose a group if you want to choose the objective list for a specific group (see page 158 for more about groups).



3. Do one of the following:
   - If you are in the Assignment Book and no objective list has been selected so far, you can choose **An existing objective list** Ⓐ. If a suggested list is shown Ⓑ, you can choose the suggested objective list. Click **Select** after choosing an option. If you chose a suggested list, you have finished choosing the list for your class. If you selected **An existing objective list**, go on to step 4.

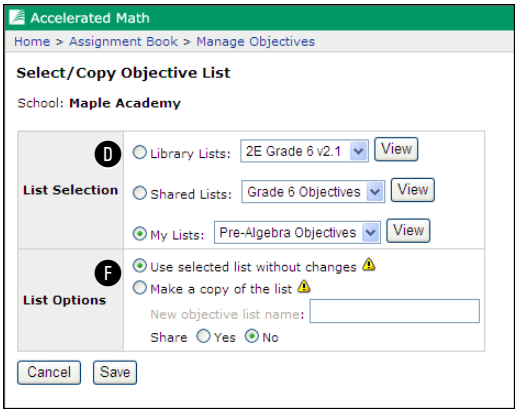

You must assign an Objective List before generating assignments.
Which list will you use?
2E Grade 2 v2.1 Objective List (Default) B
An existing objective list A
New objective list that I will create
Select

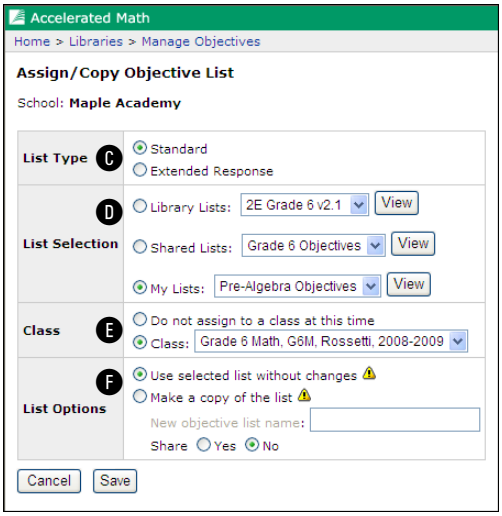
   - If you are viewing the Extended Response page and no objective list has been selected so far, select **Add Objectives**. Then, select **Select/Copy Existing List** on the left side of the Manage Objectives page, or select **An existing objective list** in the green box and select **Select**.
   - If you are on the Libraries page, or if you are changing objective lists in an Assignment Book or Extended Response page, select **Manage Objectives** on the left side of the page. Then, select **Select/Copy Existing List** or **Assign/Copy Existing List**. (The link name depends on the page you came from.) The page that you will see next has the same name as the link you selected.
4. If the page asks you to choose a list type, select **Standard** or **Extended Response** Ⓒ. Standard lists have objectives for the Assignment Book.

If you plan to use online assignments, choose a list with objectives from a second-edition (2E) or Common Core library. *Although you can use first-edition libraries with online assignments, the 2E and Common Core libraries provide the best performance.*

Extended Response lists have more challenging objectives used on the Extended Response page.

5. Select the type of list you want to choose Ⓓ:
   - **Library lists** are automatically created when the libraries are installed for your school. They include all objectives from the library in the default order. You can use these lists, but you can't change the objective order or the objectives included.
   - **Shared lists** are created by district or school administrators and shared with teachers in the school or district. If you aren't the list owner or an administrator, you can't change the list, but you can use it for your class. For more information about shared lists, see page 43.
   - **My lists** are lists that you have created and chosen not to share with others. (If you are a teacher, all lists that you create fall into this category.) You can use these objective lists for your classes or groups and make changes to them as needed.
6. After selecting the type of list you want, use the drop-down list behind that option to choose the list that you want to select for the class.
7. If the page lets you choose a class, select **Class** Ⓔ; then, select the drop-down list and choose the class. (If you came from the Assignment Book or Extended Response page, you chose the class or group on that page.)
8. Select one of the List Options Ⓕ to decide whether to use the list as is or to create and use a new copy. (For more about copying lists, see page 63.) If you decide to make a copy, enter a new list name and choose whether to share the list (see page 43).





9. Select **Save** to finish choosing the list with the options you chose.

Should I use the selected list without changes or make a copy? *Do you want this class or group to work on the same objectives as the other classes or groups that are using this objective list? If so, choose to use the selected list without changes. If you want to make changes to the list, but you don't want the changes to affect the other classes or groups (or you don't have permission to change the original list), make a copy of the list.*

Assigning Objectives to Students in the Assignment Book

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

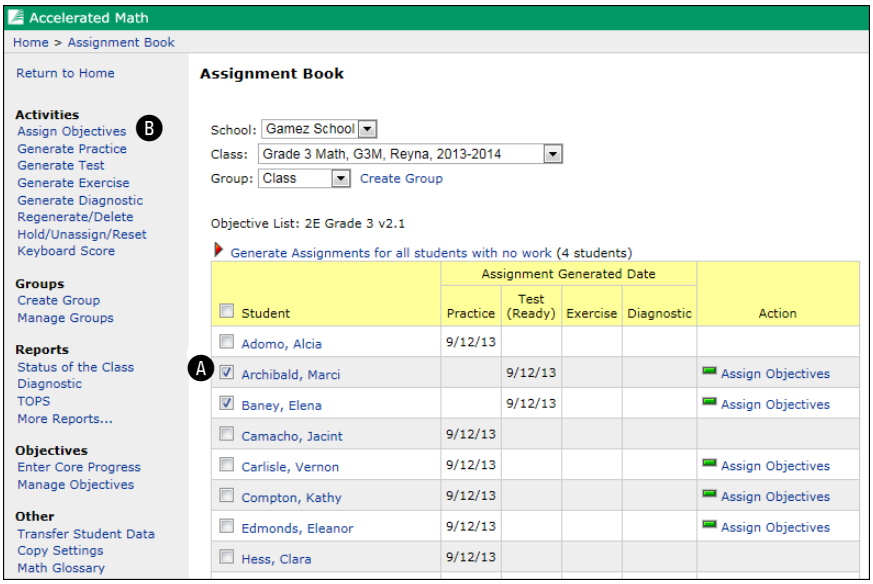
Learn more about capabilities on page 236.

After an objective list has been chosen for a class or group (see page 12), the teacher can start assigning the objectives to students. When you assign an objective, Accelerated Math can start including it on assignments, and Accelerated Math can keep track of student progress on the objective.

If you are using groups (see page 158), note that you can assign the same students different objectives in the class as a whole and in their individual groups.

Follow these steps:

1. View the Assignment Book for the class that needs objectives assigned. See page 69.
2. Check the box next to each student who needs objectives assigned Ⓐ. To select all students in the class or group, check the box next to **Student** at the top of the column.
3. Select **Assign** on the left side of the page Ⓑ.

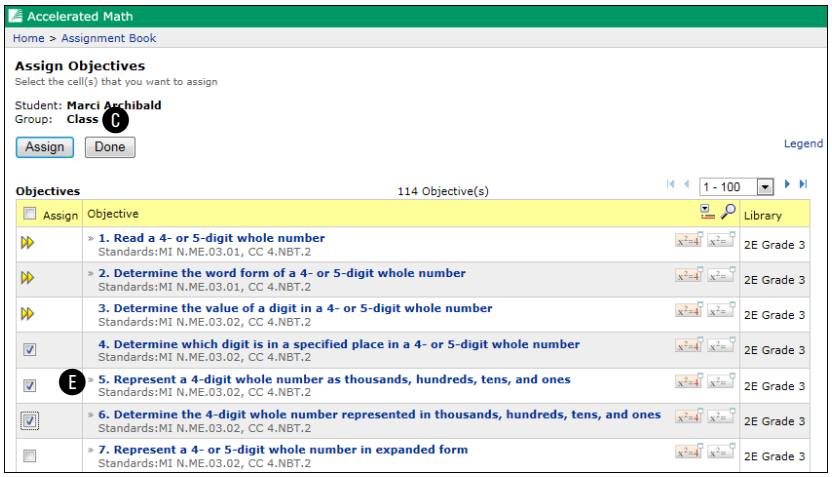


4. On the Assign Objectives page, find the objectives you want to assign. You may need to select ▶ and ◀ or use the drop-down list to go to the correct part of the objective list. (See the next page for tips and more information.)

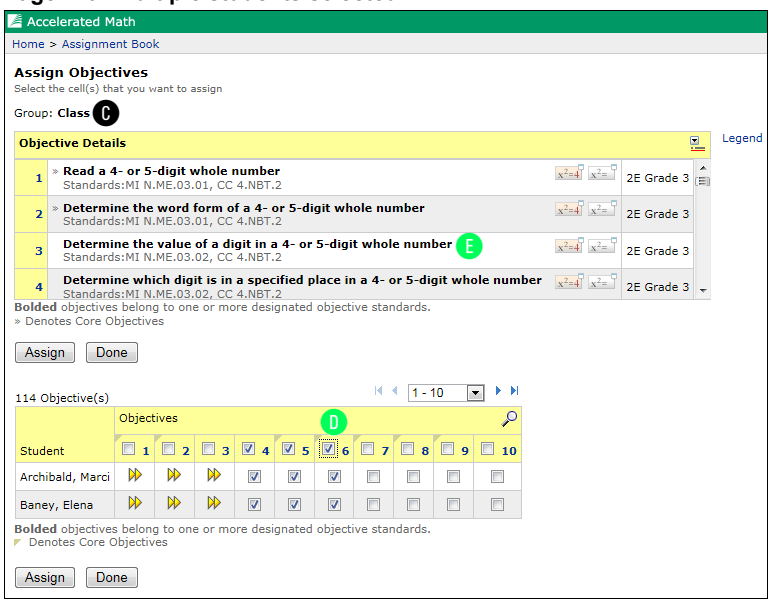
   Check the box next to each objective that you want to assign. Then, select **Assign Objectives**.
5. The objectives that you've assigned are now marked with the *Assigned* symbol. Select **Done** to go back to the Assignment Book.

There are other ways to assign objectives. *The Assignment Book shows you which students need more objectives assigned. Click* ***Assign Objectives*** *in the Action column to assign objectives to one of these students. In the Practice preference, you can also choose to allow Accelerated Math to automatically assign a certain number of objectives to students who have no objectives assigned and no review objectives when a new practice is generated; see page 231.*

Page with one student selected


Accelerated Math
Home > Assignment Book
Assign Objectives
Select the cell(s) that you want to assign
Student: Marci Archibald
Group: Class
C
Assign
Done
Legend
Objectives
114 Objective(s)
1 - 100
Assign
Objective
Library
1. Read a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
2. Determine the word form of a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
3. Determine the value of a digit in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
E
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
Standards:MI N.ME.03.02, CC 4.NBT.2
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
Standards:MI N.ME.03.02, CC 4.NBT.2
7. Represent a 4- or 5-digit whole number in expanded form
Standards:MI N.ME.03.02, CC 4.NBT.2
2E Grade 3

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Assign Objectives
Select the cell(s) that you want to assign
Group: Class
C
Objective Details
Legend
1 Read a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
2 Determine the word form of a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
3 Determine the value of a digit in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
E
4 Determine which digit is in a specified place in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Assign
Done
114 Objective(s)
1 - 10
Objectives
D
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Baney, Elena
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Assign
Done

C If your students are in groups, note the group name so that you can see whether you're assigning objectives for the class or a specific group.

D If you chose more than one student, to choose the same objective for all students, check the box at the top of a column. Move your mouse over the objective number to see a description.

E If you chose one student, the objective descriptions are shown next to the boxes. If you chose more than one, you can scroll through a list of

Symbol	Purpose
Objective Status symbols (, , etc.)	To show the status of the student's work on the objective. For the status name, move the mouse over the symbol. Click **Legend** in the upper-right area of the page for more information.
	Click this to see sample problems for the objective.
	Click this (if available) to see worked examples for the objective.
	Click this to show the related standards below each objective. (Objectives in bold are related to your standards.)
	Click this to search for specific objectives. In the window that opens, type words to search for, then click **Search** to see only matching objectives. To see the full list again, click **Show All**.
	You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click . Click to go back one group. Click to go to the last group, or to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
» 17	A double arrow or a shaded corner indicates a core objective.

Accelerated Math Assignments

Once you have selected the objective list for a class and you have assigned objectives, Accelerated Math lets you generate assignments.

Online versus Paper Assignments

When you generate assignments in Accelerated Math, you choose whether the assignments are "Online" or "Paper." The table below shows you how the assignments are different.

If you plan to use paper assignments, you may need to install software before you can print or score them. *See page 22.*

	Online Assignments	Paper Assignments
Do students log in the software?	Yes, to complete assignments.	Logging in is not required, but students can log in to enter their answers for scoring.
How do students see the problems?	On the computer as they work on the assignment.	On paper (a printed copy of the assignment with a form number).
What answer formats are used?	Assisted-response only.	Either assisted-response or free-response.
How are the assignments scored?	Automatically as students complete the assignment.	Scoring methods: ▸ Online in the software by entering answers (see page 132) ▸ Scanning cards with student answers using AccelScan (see page 127) ▸ Students enter their answers for scoring using Renaissance Responders or NEO 2s (see page 129) ▸ Teachers enter the answers manually using keyboard entry in the Assignment Book (see page 135)
Do students have access to resources as they work on the assignment?	Yes, in the software itself (see page 98) and in Renaissance Home Connect if it is available (see page 166).	Yes, in Renaissance Home Connect if it is available (see page 166).
How do students see the results?	Results are displayed in the program (and can be printed), and students can go back and review the problems on the assignment.	The TOPS Report prints when the assignment is scored.
Can it be rescored afterwards?	No, rescoring is not necessary.	Yes (see page 136).

	Online Assignments	Paper Assignments
What preferences affect what the student sees?	The Online Resources preference sets whether peer help is available (see page 228).	The Paper Assignments preference sets the format and printing options (see page 229).

Types of Assignments

Accelerated Math has four types of assignments (all of which can be either online or paper assignments). The table below gives you more information about each type.

Assignment Type	Types of Problems	Objectives Included	Purpose
Practice	Assisted-response (multiple choice)	*Assigned* ( ) or *Ready to Work* ()	To reinforce what the student has learned, and to provide the time on task needed for students to progress.
Exercise	Assisted-response or free-response	Any chosen by teacher.	Use in class to reinforce daily lessons, or use to provide more practice on specific objectives.
Test	Assisted-response or free-response	Ready to Test ( )	To demonstrate mastery of an objective.
Diagnostic Test	Assisted-response or free-response	Any chosen by teacher	To test students who haven't met the mastery criteria for an objective. Use diagnostic tests for objectives that you believe your students can master without practice.

How to Start Generating Assignments

If you want to generate online assignments, page 79.

If you want to generate paper assignments, see page 109.

How to Score Assignments

Online assignments are scored automatically by the software as students complete them.

For paper assignments, you have several scoring options. See page 127.

Navigating the Software

The navigation bar at the top of each page shows you where you are in the software, as shown here.

If you need to go back to a previous page, use the links in the navigation bar rather than the web browser's Back button, which can sometimes give you unexpected results. For example, if you're on the Manage Objectives page and want to go to the Home page, select **Home** in the navigation bar.

Switching Roles and Schools from the Home Page

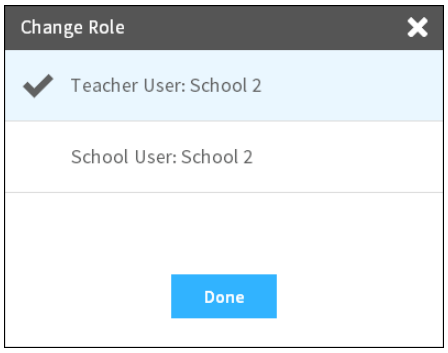
You may also see the Change Role option if you have been given extra capabilities, *even if you don't have more than one role in your school or district. If you have been granted more capabilities and you don't see the links you need, check for the Change Role option and choose the role that applies to the task. For more about capabilities,* *see page 236.*

Some people in your district or school may be assigned more than one role, or they may be assigned to more than one school. For example, the librarian in the high school might also teach a class in one of the middle schools.

Renaissance Place keeps track of these multiple roles and school assignments. You can switch between roles or schools after you log in or any time while you are using the software.

People normally change their user types or location in order to perform tasks in the program that are restricted to specific user groups. If you are trying to perform a task and finding you don't have access, try switching your user type using the Change Role option.

On the Home page, select your user name, then select **Change Role**. Then, choose the role you want to work as and select **Done**.



Logging Out and Closing the Software

Automatic logout after 80 minutes. *If you don't use any Renaissance Place product for about 80 minutes, you'll automatically be logged out, and you'll have to log in again when you return to the software.*

When you've finished working in Accelerated Math, log out to keep your data secure.

1. On the Home page, select your user name, then select **Log Out**. On other pages, select **Log Out** in the top-right corner of the page.
2. Close the software by closing your web browser.

Software Requirements

Current Requirements

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place, visit www.renaissance.com/Customer-Center#systemrequirements.

Checking for the Supporting Software You Need

If any programs need to be installed or updated, *make sure you are logged into the computer with the rights or permissions required to install software for all users. If you do not know whether you have those rights at the computer, or if you don't have those rights, contact your school's technology/computer coordinator.*

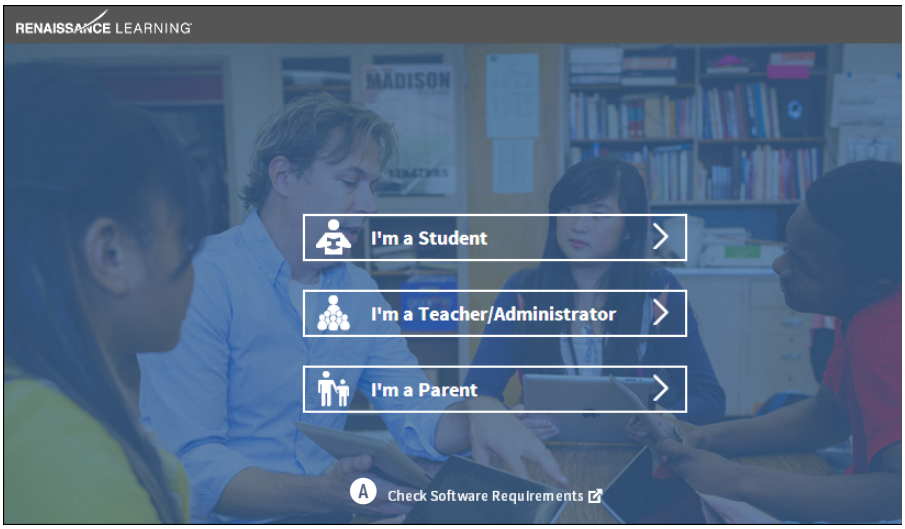
Many Renaissance Place programs require third-party software programs, such as Adobe Reader to display reports or Adobe Flash Player to display worked examples of problems.

The supporting software must be installed on *each* individual computer used to work with Renaissance Place programs. If some of the software that you need to use Renaissance Place is not installed, or is outdated, you or your students may see messages about the missing software.

If you are using paper assignments with Accelerated Math, you may also need the AccelScan Scanning software (see page 25), the Renaissance Responder program (see page 31), and/or the Renaissance Place Print Plug-In (see page 22).

There are two ways to go to the Downloads page:

- Before logging in, select **Check Software Requirements** on the Renaissance Place welcome page Ⓐ.



- After logging in, on the Home page, select **Product Administration**. Then, on the Product Administration page, below Setup and Maintenance, select **Download Supporting Software**.

Select **Downloads** on the left or the top to see which Renaissance Place and third-party downloads are available or required.

For more information about the System, Downloads, and Support tabs, refer to the *Renaissance Place Software Manual*.

Setup for Working with Paper Assignments

If you will be using paper assignments with a class or students, follow the instructions in this chapter to make sure you are ready to print and score the assignments.

If you will be using online assignments only, you can skip this chapter.

Before you start using paper assignments with Accelerated Math, you may need to do the following:

- Install the Renaissance Place Print plug-in if you will be printing the assignments directly to the printer (see the instructions below).
- Connect the AccelScan scanner and install its software if you will use it to score students' paper assignments (see page 24).
- Set up the Renaissance Receiver and install the Renaissance Responder software if you will be using Renaissance Responders or NEO 2s to score paper assignments (see page 31).

Installing the Renaissance Place Print Plug-In

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

If you have not changed the Paper Assignments preference for your classes (see page 229), each computer that you will use to generate assignments must have the Renaissance Place Print Plug-In installed. Follow the steps below to download and install the plug-in.

Your first step depends on what you have already done in the software:

If You Are Viewing the Assignment Book or Extended Response Page

1. Select the red **Install Plug-In** message on the Assignment Book or Extended Response page.
2. A knowledge base article will open. In this article, select the **HERE** link for your operating system. Save the file.
3. Follow the instructions in the article to install the plug-in.

If You Have Tried to Print an Assignment Without the Plug-In

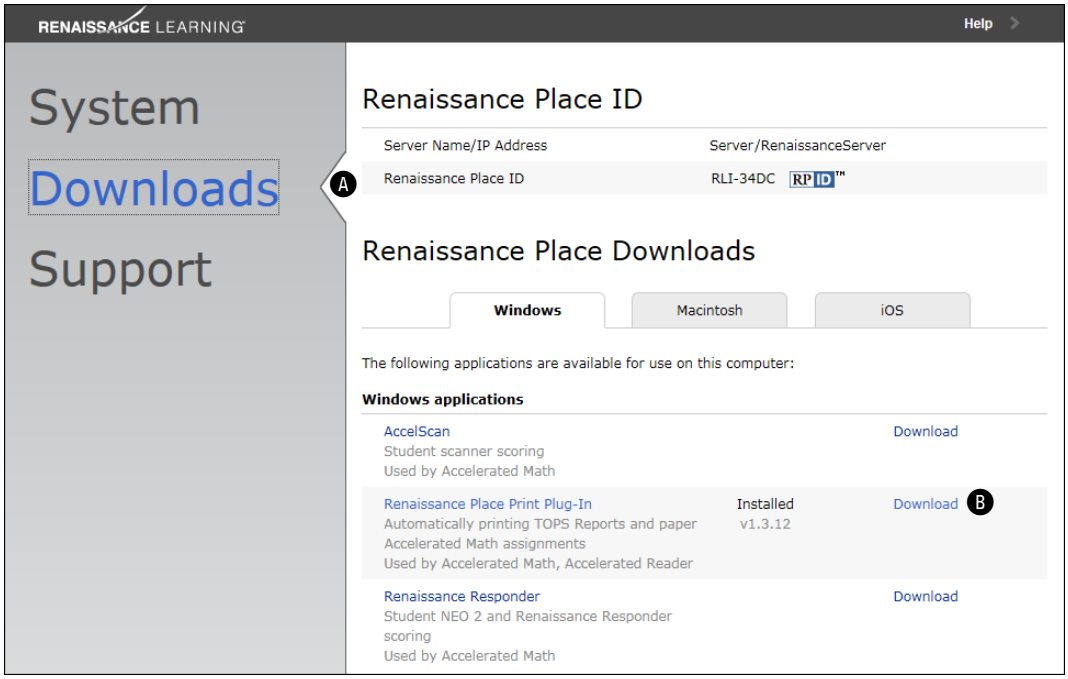
1. Select the message that appeared on the View Assignment page.
2. A knowledge base article will open. In this article, select the **HERE** link for your operating system. Save the file.
3. Follow the instructions in the article to install the plug-in.

You need administrative rights to the computer to install software so that everyone can use it. *If you're not sure whether you have those rights to the computer, contact your school or district's technology/computer coordinator.*

If You Are Somewhere Else in the Software

1. If you have not yet logged in, select **Check Software Requirements** on the Renaissance Place welcome page.

   If you are logged in but you have not yet tried to generate an assignment, select **Product Administration** on your Home page. Then, select **Download Supporting Software**.
2. Select **Downloads** Ⓐ on the left side (or the top) of the next page.
3. Select **Download** Ⓑ for the Renaissance Place Print Plug-In if it is shown as not being installed.



4. A knowledge base article will open. In this article, select the **HERE** link for your operating system. Save the file.
5. Follow the instructions in the article to install the plug-in.

Setting Up the Scanner

If you will be using the AccelScan scanner to score paper assignments, you need to connect the scanner to your computer and install the AccelScan software.

The AccelScan scanner scans cards containing students' answers in order to score their assignments.

Connecting the Scanner to the Computer

You'll connect the scanner to a computer that has the Accelerated Math software running on it.

Check system requirements. *Before you connect the scanner to the computer, check the system requirements at www.renlearn.com/requirements.*

1. **AccelScan models 2110, 2210, and 1100 *Serial*:** Plug the round connector on the AccelScan power cable into the matching port on the AccelScan, and plug the scanner into an electrical outlet.

   AccelScan model 1100 *USB*: You received a power cord and a power supply box with a cable attached. Connect the power cord to the power supply box. Then, plug the small round connector into the AccelScan, and plug the power cord into an electrical outlet.
2. Connect the data cable coming from the AccelScan to the matching port on your computer. If the data cable has a USB connector, attach it to your computer's USB port. If not, do the following:
   - **For Windows Computers:** Attach the 9-pin serial port adapter to the end of the AccelScan cable and then attach the cable to your computer.
   - **For Macintosh Computers:** Connect the data cable to an 8-pin female serial port on your computer, such as the printer or modem port.
3. For AccelScan model 1100 USB, see the user's guide that came with your scanner to install the AccelScan drivers.
4. Follow the steps in the next section to install and set up the scanner software.

Installing the AccelScan Software

The AccelScan scanning software reads students' answers on scan cards and scores them. The software must be installed on every computer used for scanning.

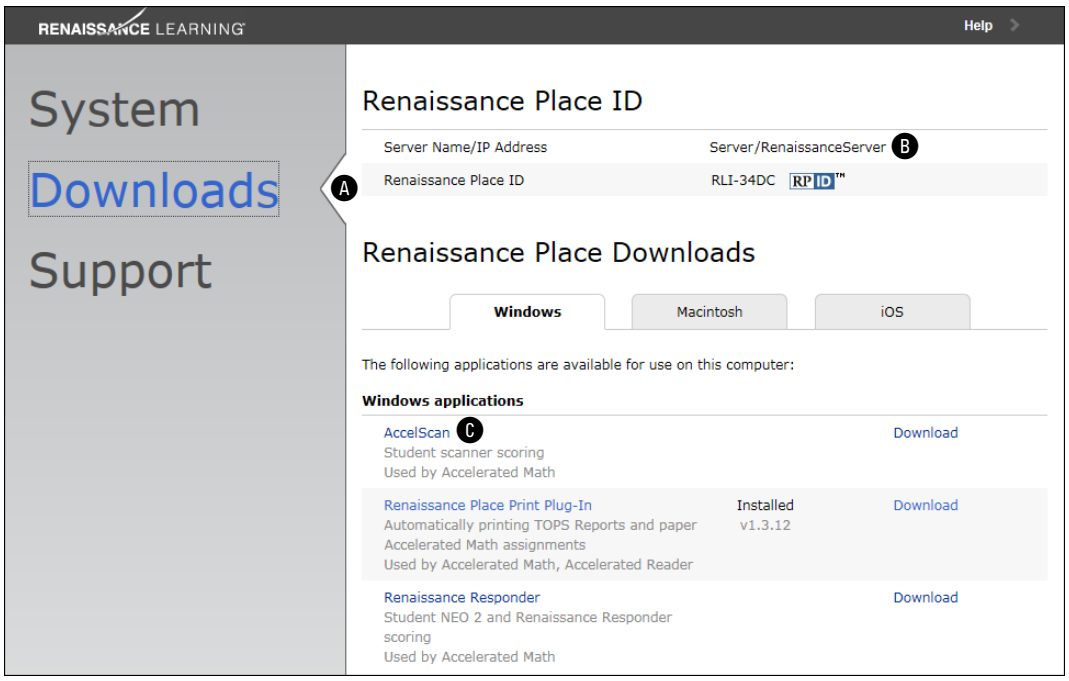
You need administrative rights to the computer to install software so that everyone can use it. *If you're not sure whether you have those rights to the computer, contact your school or district's technology/computer coordinator.*

Downloading the Software

1. Before logging in on the Renaissance Place welcome page, select **Check Software Requirements**.

   If you are already logged in to the program, you can also select **Product Administration** on the Home page and then select **Download Supporting Software**.

2. Select **Downloads** Ⓐ on the left side (or the top) of the next page.

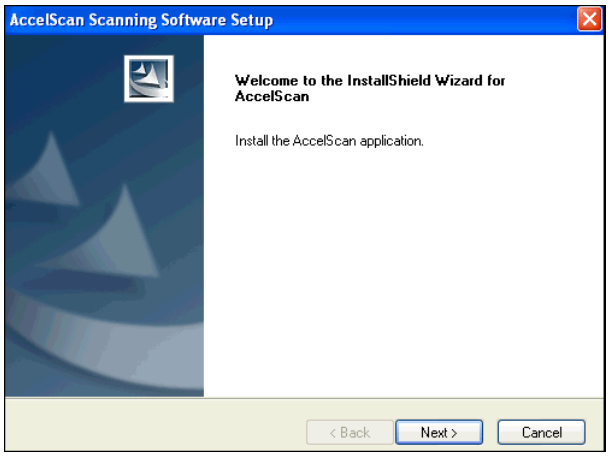


3. Write down the server name or IP address Ⓑ shown. You'll need this information later.
4. Select **AccelScan** on the tab for your operating system Ⓒ.
5. Select **Save** when the system asks if you want to run or save the file. If you are using a Macintosh computer and it asks you whether to unstuff the file, choose to unstuff it. When the download is complete, close the window.
6. To install the scanning software on your Windows computer, continue with the steps on page 26.

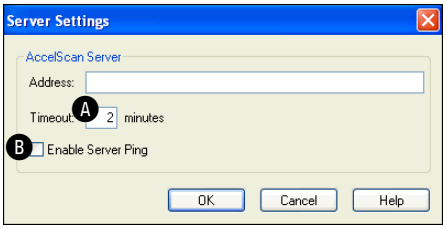
   To install the software on a Macintosh computer, see page 28.

Installing the Scanning Software on Windows Computers

1. Close any programs you have open on your computer.
2. Double-click the **AccelScanInstaller1.43Win.exe** file that you just downloaded.
3. When the setup page below opens, click **Next >**.


AccelScan Scanning Software Setup
Welcome to the InstallShield Wizard for AccelScan
Install the AccelScan application.
< Back
Next >
Cancel

4. When the system asks you which folder to store the software in, click **Next >** to accept the suggested destination folder, or click **Browse** to select a different folder before you click **Next >**.
5. Click **Finish** when the installation is complete.
6. Double-click the **AccelScan** icon.
7. Enter the name of your Accelerated Math server or the IP address you wrote down in step 3 on page 25.

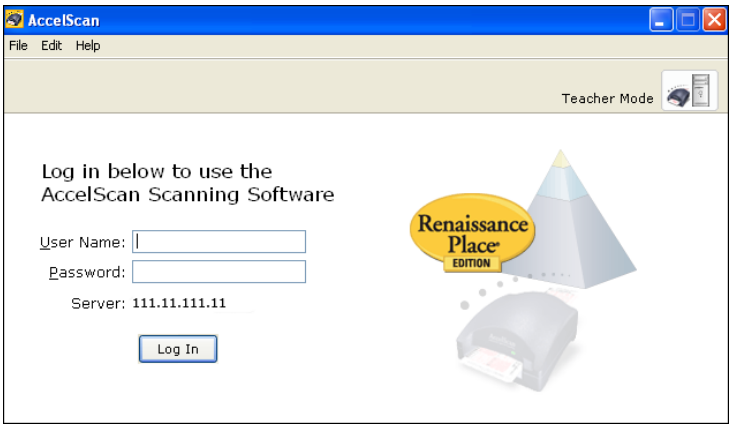


Ⓐ This is the number of minutes the scanning software will attempt to communicate with the server before notifying you of a problem. You may change this number.

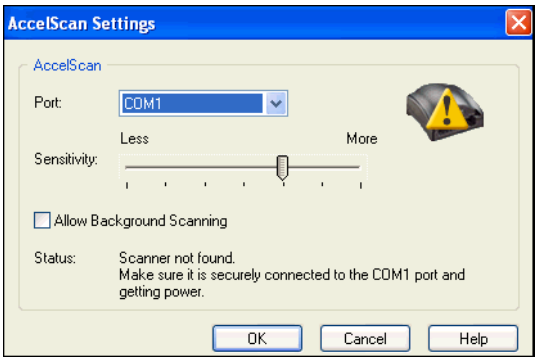
Ⓑ Checking the **Enable Server Ping** box tells the scanning software to check communication with the server every five minutes. This is not recommended.

If you have problems connecting the AccelScan software to Renaissance Place, *go to this Knowledge Base article and go to the section of the article "Unable to Connect the Client Applications": http://support.renaissance.com/techkb/techkb/6303273e.asp. For more information about firewall proxy, or content filtering settings, see http://support.renaissance.com/techkb/techkb/9345286e.asp.*

8. Click **OK**.
9. On the Login page shown below, enter your Accelerated Math user name and password and click **Log In** to open the scanning software. If the scanning software, AccelScan scanner, and Accelerated Math are communicating with each other, the Ready to Scan page opens and the installation is complete.



10. If there's a problem, click **Scanner Settings** to display the settings shown here.

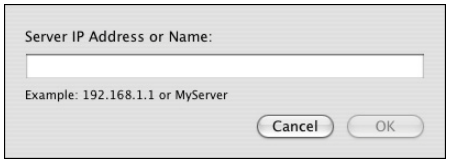


11. Use the **Port** drop-down list to select the port where the scanner is connected. If the scanner has a switch, make sure it is on. Once the program detects the scanner, the exclamation point over the scanner icon disappears and you can choose a sensitivity setting for the scanner.
12. Check the **Allow Background Scanning** box if you want to scan cards even when the AccelScan software is in the background on your computer.
13. When you've finished, click **OK**. The installation is complete.

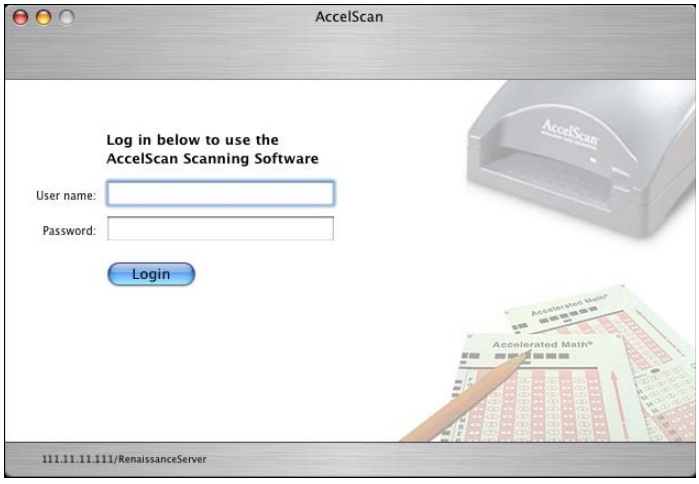
Scanner sensitivity. *The Sensitivity setting determines how sensitive the AccelScan is to marks on a scan card. If you find the scanner needs to be more or less sensitive, you can come back to this page to change it at any time. Log into the AccelScan Scanning software, select the* ***Edit*** *menu, and choose* ***AccelScan Settings****.*

Installing the Scanning Software on Macintosh Computers

1. Close any programs you have open on your computer.
2. Double-click the **AccelScan 2.0.3.dmg** file that you downloaded. The volume will open.
3. Double-click the **AccelScan** package file.
4. Click **Continue** on the Welcome panel of the Install AccelScan assistant.
5. The software will be installed on the hard drive; if you want to choose a different location, click **Change Install Location**, then click a drive. Click **Continue**.
6. Click **Install** on the next panel.
7. Enter the administrator user name and password when the program asks for this information; then, click **OK**.
8. Click **Close**.
9. Open the **Applications** folder on the drive where you installed the software. Then, double-click **AccelScan** in that folder.
10. Enter the IP address of your Accelerated Math server, which you wrote down in step 3 on page 25.



11. Click **OK**.
12. On the Login page, enter your Accelerated Math user name and password and click **Log In** to open the scanning software. If the scanning software, AccelScan scanner, and Accelerated Math are communicating with each other, the Ready to Scan page opens and the installation is complete.

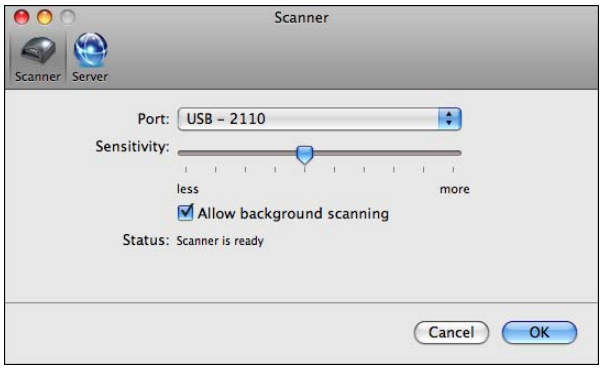


If you have problems connecting the AccelScan software to Renaissance Place, *go to this Knowledge Base article and go to the section of the article "Unable to Connect the Client Applications": http://support.renaissance.com/techkb/techkb/6303273e.asp. For more information about firewall proxy, or content filtering settings, see http://support.renaissance.com/techkb/techkb/9345286e.asp.*

Setting the Timeout and enabling a server ping. *To see the server communication settings, click the* ***AccelScan*** *menu and choose* ***Preferences****; then, click* ***Server****. You can set the* ***Timeout*** *value, which determines how long the software will attempt to communicate with the server before notifying you of a problem. You can also check the* ***Enable Server Ping*** *box if you want the software to check communication with the server every five minutes (not recommended).*

Scanner sensitivity. *The Sensitivity setting determines how sensitive the AccelScan is to marks on a scan card. If you find the scanner needs to be more or less sensitive, you can come back to the Scanner preference to change it at any time. Log into the AccelScan software, select the* ***AccelScan*** *menu, and choose* ***Preferences****.*

If there's a problem, click **Scanner Settings** to display the Scanner preference.



Use the **Port** drop-down list to select the port where the scanner is connected. If the scanner has a switch, make sure it is on. Once the program detects the scanner, the exclamation point over the scanner icon disappears and you can choose a sensitivity setting for the scanner.

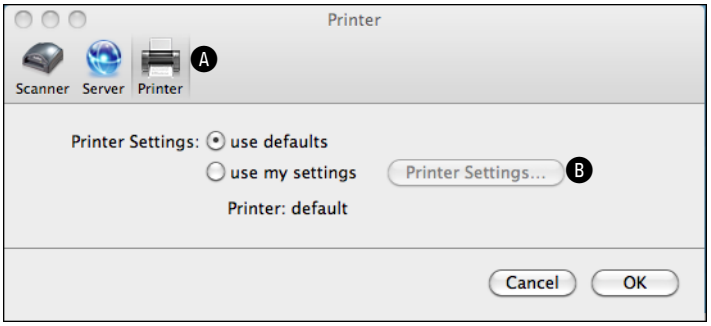
Check the **Allow Background Scanning** box if you want to scan cards even when the AccelScan software is in the background on your computer.

When you've finished, click **OK**. The installation is complete.

13. If you are using *OS 10.5 or higher* and you want to choose the printer that TOPS Reports and assignments should be sent to, follow these steps:

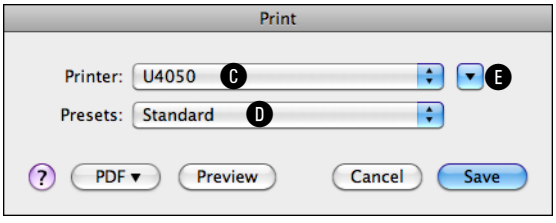
a. Click the **AccelScan** menu and choose **Preferences**.

b. In the preferences window, click the **Printer** icon Ⓐ.



c. You can choose to use your computer's default printer (**use defaults**) or to choose a different one (**use my settings**). Click one of the options.

d. If you chose **use my settings**, click **Printer Settings** (Ⓑ above). Then, click the **Printer** drop-down list Ⓒ and choose a different printer. You can also use the Presets drop-down list Ⓓ or click the arrow button Ⓔ to choose more settings for the printer. When you've finished, click **Save**.



e. Click **OK** to close the Printer preference.

AccelScan Software Updates

Software Updates in Version 1.43

Your AccelScan software automatically checks for updates when you start the program. If updates are available, follow the instructions in the messages you see.

Software Updates in Version 2.x

The AccelScan software automatically checks for updates when you start the program. However, you can also check for updates while running the program by clicking the **AccelScan** menu and choosing **Check for Updates**.

When an update is available, you will see a message about the update. You can click a link in the message to see more information about the update.

If the update is optional, the message will include an Ignore button. You can click **Ignore** to continue using the AccelScan software without installing the update. When you choose to ignore an update, the software will not bring it to your attention again when it automatically checks for updates, but you will see it again if you choose to check for updates yourself using the item in the AccelScan menu.

To download and install an update, click **Download**. Double-click the file that you downloaded to begin installing the update.

Preparing to Use Renaissance Responders or NEO 2s with Accelerated Math

If your class has a Renaissance Receiver and either Renaissance Responders or NEO 2s, students can use the Responders or NEO 2s to enter their answers for paper Accelerated Math assignments.

Setting Up the Renaissance Receiver and Using Responders or NEO 2s

To find out how to connect your Renaissance Receiver and start using Renaissance Responders, refer to the *2Know! Setup and Resource Guide*.

To find out more about the Responder SmartApplet on NEO 2s, refer to the *NEO 2 Quick Guide*.

Installing the Renaissance Responder Software

Before you can use Renaissance Responders or NEO 2s with Accelerated Math, you must install the Renaissance Responder client software on each computer that has a Renaissance Receiver.

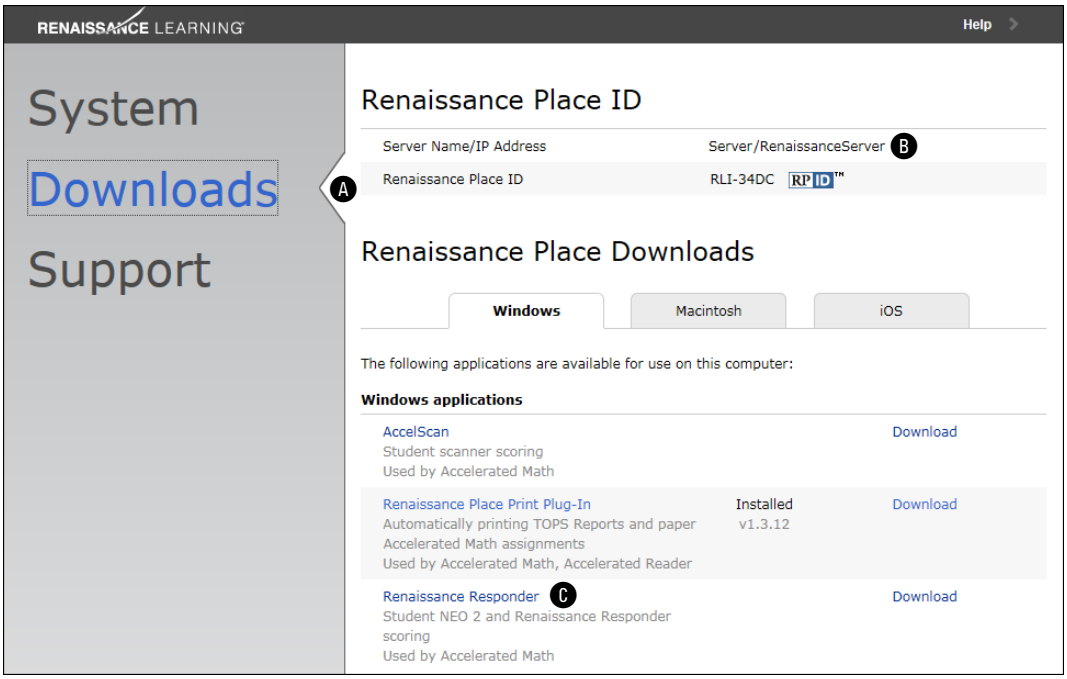
Downloading the Software

You need administrative rights to the computer to install software so that everyone can use it. *If you're not sure whether you have those rights to the computer, contact your school or district's technology/computer coordinator.*

1. Before logging in on the Renaissance Place welcome page, select **Check Software Requirements**.

   If you are already logged in to the program, you can also select **Product Administration** on the Home page and then select **Download Supporting Software**.

2. Select **Downloads** Ⓐ on the left side (or the top) of the next page.



3. Write down the server name or IP address Ⓑ shown. You'll need this information later.
4. Select **Renaissance Responder** on the tab for your operating system Ⓒ.
5. Select **Save** when the system asks if you want to run or save the file. When the download is complete, close the window.
6. To install the Renaissance Responder software on your Windows computer, see the steps that start below. To install the software on a Mac, see page 33.

Installing the Renaissance Responder Software on Windows Computers

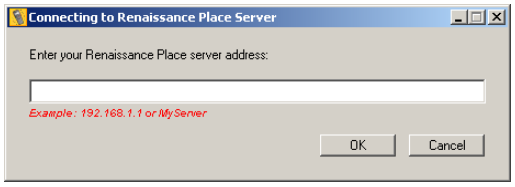
1. Close any programs you have open on your computer, and make sure the Renaissance Receiver is connected to your computer.
2. Double-click the **ResponderInstaller1.8WinUS.exe** file that you just downloaded.
3. If your computer does not have Microsoft .NET Framework 4.0 Full, you will see a message telling you that the Renaissance Responder program requires it. Click **Install**.

   On Windows 8, instead of seeing the .NET installer, you will be notified that an app needs the feature; click **Download and install this feature**.
4. When the Renaissance Responder installation wizard opens, click **Next >**.

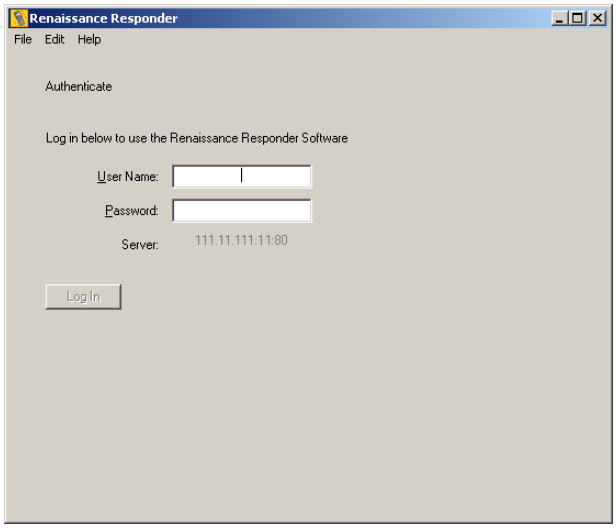
If the program tells you that the Renaissance Wireless Server Utility is in use, *click one of the options and click* ***OK****.*

The program may not ask you to enter the server address. *If it doesn't, the program may have chosen the server that you're using for the AccelScan Scanning software. If you want to choose a different server, click the* ***Edit*** *menu and choose* ***Server Settings*** *before you log in.*

5. Click **Install** to start installation.
6. Click **Finish** when the installation is complete.
7. A message may open, telling you that the computer needs to be restarted. To restart now, click **Yes**; if you want to wait, click **No**.
8. Start the program. In most versions of Windows, you will find it in the Start menu; for Windows 8, you will find it in the list of applications.
9. Enter the name of your Accelerated Math server or the IP address you wrote down when you downloaded the program (see page 32).



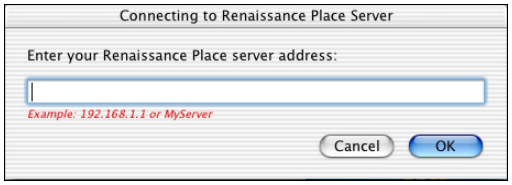
10. Click **OK**.
11. On the Login page, enter your Accelerated Math user name and password and click **Log In**. The Renaissance Responder session will open, and students can begin using their Renaissance Responders or NEO 2s for Accelerated Math. For more information, see page 129.



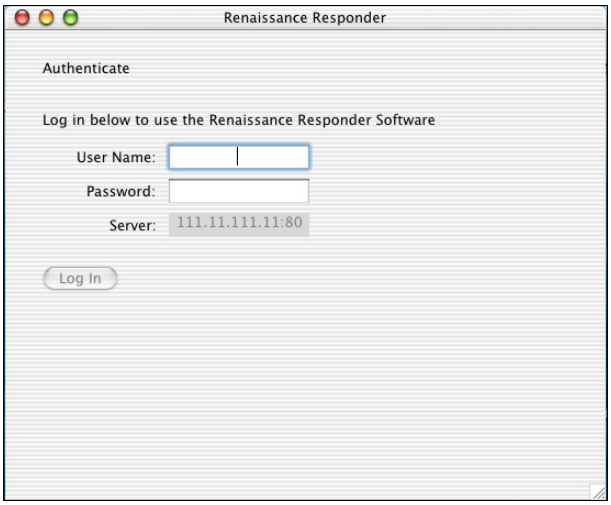
Installing the Renaissance Responder Software on Macintosh Computers

1. Close any programs you have open on your computer, and make sure the Renaissance Receiver is connected to your computer.
2. Double-click the **ResponderInstaller1.8MacUS.dmg** file that you just downloaded.

3. Double-click **Renaissance Responder Installer** once the .dmg file is open.
4. If a message asks you to confirm that you want to open the application, click **Open**.
5. Enter your user name and password for the computer when the Installer asks you to do this. Then, click **OK**.
6. A message may appear to tell you that installing the software may require a computer restart. To continue, click **Continue Installation**.
7. The program will install the Renaissance Responder program in the Applications folder on your hard drive.
8. After the installation is complete, the Applications : Renaissance Responder folder will open. Double-click **Renaissance Responder** to start the program.
9. Enter the name of your Accelerated Math server or the IP address you wrote down when you downloaded the program (see page 32).



10. Click **OK**.
11. On the Login page, enter your Accelerated Math user name and password and click **Log In**. The Renaissance Responder program will start, and students can begin using their Renaissance Responders or NEO 2s for Accelerated Math. For more information, see page 129.



The program may not ask you to enter the server address. *If it doesn't, the program may have chosen the server that you're using for the AccelScan Scanning software. If you want to choose a different server, click the* ***Edit*** *menu and choose* ***Server Settings*** *before you log in.*

Getting Ready for a New School Year

If you want to use your Renaissance Place programs during summer school, *you should wait to perform these steps. For tips, see Knowledge Base article 7901571 at support.renaissance.com/techkb/techkb/7901571e.asp.*

Before you start each new school year, you need to check, add, edit, and delete information as needed so that your teachers are ready to use Accelerated Math with their new classes.

Perform these tasks when the previous school year has ended but before the start of the next school year.

Note: If you have the Renaissance Data Integrator (RDI) service, your Renaissance Place database is automatically linked to your student information system (SIS) data. Do not follow the steps in this section; instead, contact your Technical Services Consultant to set up RDI for the new school year.

Renaissance Place Tasks for the New School Year

Before you get Accelerated Math ready for the new school year, **administrators or other non-teaching staff** need to perform these tasks in Renaissance Place. For details, see the *Renaissance Place Software Manual*.

- ☐ Add the new school year (must be done by district administrators or district staff).
- ☐ Add the marking periods for each school (used for goals and reports) or copy the marking periods from the previous school year.
- ☐ Add the days off for each school (used for report calculations) or copy the days off from the previous school year.
- ☐ Set reporting periods for Renaissance Place consolidated reports.
- ☐ If a properly formatted file is available from a student information system, import student, personnel, class, and/or course information. You may also be able to import updates to student enrollments and personnel assignments.
- ☐ Check to see which personnel are in the software and add, edit, or delete personnel as needed.
- ☐ Check to see which students are in the software and add or delete students as needed. You can also transfer students from one school to another, edit student information, and edit student characteristics. This is also a good time to check for duplicate students and merge student records if necessary.
- ☐ Review the course list for each school and add, edit, or delete courses as needed.

- ☐ Copy classes from the previous school year, or add classes to the new school year. (Classes do not carry over from one school year to the next, so you need to add them each year.)
- ☐ You must also choose the correct teachers for each class, choose the products the class will use, and enroll students in each class.

Technology/Computer Coordinator Tasks for the New School Year

	Task	Where to Find Instructions
☐	Check for required supporting software on new and updated computers, and recheck other computers to make sure they have the latest versions of the software. **Note:** You must be logged in to each computer with the rights required to install software for all users.	See "Software Requirements" on page page 20.
☐	Make sure each computer that will be used with Accelerated Math has a shortcut or favorite set up for the current Renaissance Place address.	See the help for your operating system and/or browser.
☐	If you will be using AccelScan scanners, make sure: ▸ The scanners are connected to the computers where they will be used. ▸ The AccelScan Scanner software is installed on those computers.	See "Setting Up the Scanner" on page 24.
☐	If you will be using either NEO 2 or Renaissance Responders with Accelerated Math, make sure: ▸ The Renaissance Receivers are connected to the computers where they will be used. ▸ You have assigned a unique name to each Renaissance Receiver. ▸ The Renaissance Responder client is installed on those computers.	See "Preparing to Use Renaissance Responders or NEO 2s with Accelerated Math" on page 31.

Accelerated Math Tasks for the New School Year

Complete the Renaissance Place setup tasks on page 35 *before* completing the tasks listed on the next page so that your new classes will be available for Accelerated Math.

These tasks can be performed by district administrators, school administrators, and teachers unless otherwise noted.

	Task	Where to Find Instructions
☐	Set up groups if necessary for each class. (Groups allow some students to work on other objectives that the class as whole is not working on.)	See page 159.
☐	Check the available objective lists to make sure you have the ones that you need for your classes and groups.	See page 52.
☐	Create/add new objective lists if necessary.	See page 44.
☐	Select an objective list for each class and group.	See page 12.
☐	Assign objectives to students in each class and group.	See page 14.
☐	Set goals for students, and set up teams if you use them in your school and class.	See page 189.
☐	Check preference settings. Since classes do not carry over from one school year to the next, these settings do not carry over either *unless* you have copied the classes from the previous school year. You need to set preferences for this year's classes.	See page 226.
☐	If you will be using online assignments, give students their user names and passwords.	To find the user names and passwords, on the Home page, select **Users**. Then, select **View Students** and search for the students. In the search results, select the **Passwords** tab to see the students' user names and passwords. To print the page of results you are viewing, select **Print Page**. You can also select **View PDF** on the Passwords tab to print all of the students' information and to choose how to group and sort them.
☐	If your schools use Renaissance Home Connect, activate it for any new schools, and print Informational Letters for the parents of your Accelerated Math students.	See page 166 for more about using Renaissance Home Connect with Accelerated Math. To activate schools and print Informational Letters, see the links under Renaissance Home Connect on the Renaissance Place Home page.

In Accelerated Math for Intervention, *you do not assign objectives until after each student's first diagnostic test.*

Setting Up Objectives for Your Class

Libraries

What Are Libraries?

To see the objectives in your libraries, *refer to the* Library Guide *and* Scope and Sequence *for each library. To print these documents, see page 40.*

Accelerated Math libraries are the source of the questions on students' Accelerated Math assignments and tests. Within each library, closely related problems are grouped by objective. Libraries include the objectives for a specific grade level, math subject, state requirements, or textbook. They are designed to follow common curriculum guidelines and the content of widely used math textbooks.

Accelerated Math has two types of libraries:

- **Standard** libraries are the source of the objectives and problems in class Assignment Books.
- **Extended response** libraries provide challenging problems and projects that emphasize problem-solving and higher-order thinking skills. They are used to generate extended response assignments. (See page 179.)

Renaissance Learning installs your libraries for you based on your order.

Accelerated Math automatically creates an objective list for each of your libraries; the list includes all objectives from the library in the default order. After the libraries are installed, teachers can either create objective lists (see page 44) or select one of the lists that were created automatically (see page 12).

Viewing Library Information

Who Can Do This?

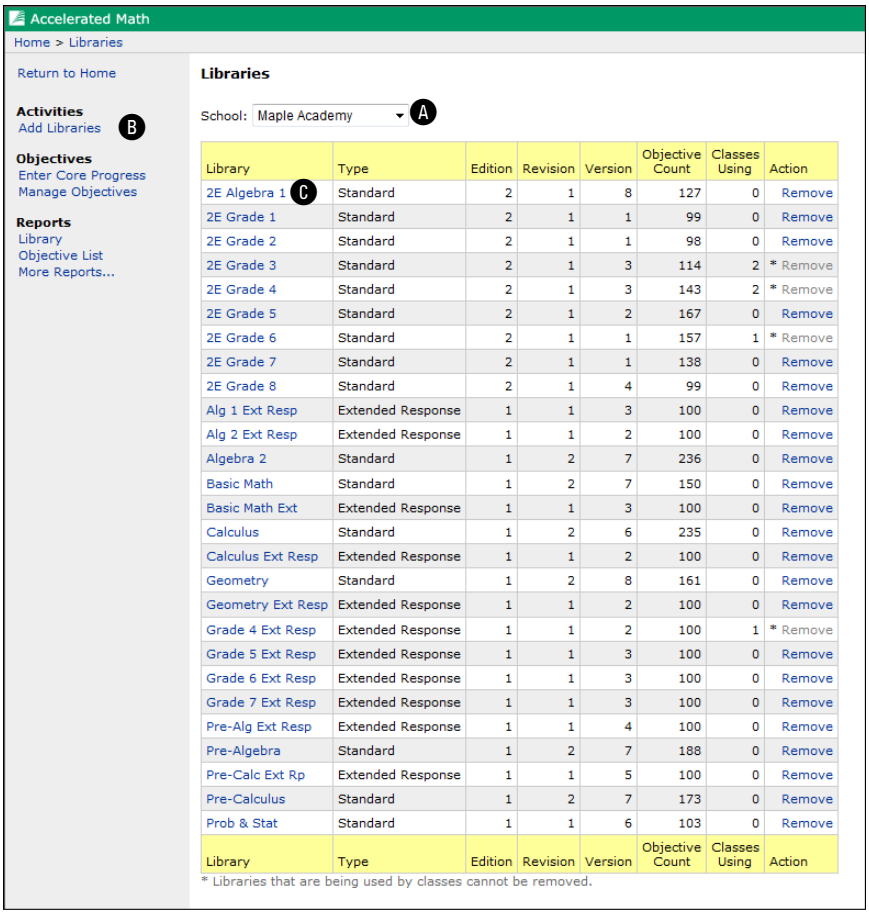
☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Follow these steps to see a list of your installed libraries.

1. On the Home page, select **Accelerated Math**, then **Libraries**.

2. Select your school from the **School** drop-down list if necessary Ⓐ. (Different schools may have different libraries.)


Accelerated Math
Home > Libraries
Return to Home
Activities
Add Libraries
Objectives
Enter Core Progress
Manage Objectives
Reports
Library
Objective List
More Reports...
Libraries
School: Maple Academy
Library | Type | Edition | Revision | Version | Objective Count | Classes Using | Action
2E Algebra 1 | Standard | 2 | 1 | 8 | 127 | 0 | Remove
2E Grade 1 | Standard | 2 | 1 | 1 | 99 | 0 | Remove
2E Grade 2 | Standard | 2 | 1 | 1 | 98 | 0 | Remove
2E Grade 3 | Standard | 2 | 1 | 3 | 114 | 2 | * Remove
2E Grade 4 | Standard | 2 | 1 | 3 | 143 | 2 | * Remove
2E Grade 5 | Standard | 2 | 1 | 2 | 167 | 0 | Remove
2E Grade 6 | Standard | 2 | 1 | 1 | 157 | 1 | * Remove
2E Grade 7 | Standard | 2 | 1 | 1 | 138 | 0 | Remove
2E Grade 8 | Standard | 2 | 1 | 4 | 99 | 0 | Remove
Alg 1 Ext Resp | Extended Response | 1 | 1 | 3 | 100 | 0 | Remove
Alg 2 Ext Resp | Extended Response | 1 | 1 | 2 | 100 | 0 | Remove
Algebra 2 | Standard | 1 | 2 | 7 | 236 | 0 | Remove
Basic Math | Standard | 1 | 2 | 7 | 150 | 0 | Remove
Basic Math Ext | Extended Response | 1 | 1 | 3 | 100 | 0 | Remove
Calculus | Standard | 1 | 2 | 6 | 235 | 0 | Remove
Calculus Ext Resp | Extended Response | 1 | 1 | 2 | 100 | 0 | Remove
Geometry | Standard | 1 | 2 | 8 | 161 | 0 | Remove
Geometry Ext Resp | Extended Response | 1 | 1 | 2 | 100 | 0 | Remove
Grade 4 Ext Resp | Extended Response | 1 | 1 | 2 | 100 | 1 | * Remove
Grade 5 Ext Resp | Extended Response | 1 | 1 | 3 | 100 | 0 | Remove
Grade 6 Ext Resp | Extended Response | 1 | 1 | 3 | 100 | 0 | Remove
Grade 7 Ext Resp | Extended Response | 1 | 1 | 3 | 100 | 0 | Remove
Pre-Alg Ext Resp | Extended Response | 1 | 1 | 4 | 100 | 0 | Remove
Pre-Algebra | Standard | 1 | 2 | 7 | 188 | 0 | Remove
Pre-Calc Ext Rp | Extended Response | 1 | 1 | 5 | 100 | 0 | Remove
Pre-Calculus | Standard | 1 | 2 | 7 | 173 | 0 | Remove
Prob & Stat | Standard | 1 | 1 | 6 | 103 | 0 | Remove
* Libraries that are being used by classes cannot be removed.

Ⓐ Choose a school. Each school may own different libraries.

Ⓑ The links on the left side of this page allow you to add libraries, manage or view objective lists, and print reports.

Ⓒ Select a library name to see more information about that library, such as the classes using the library, the available documents, and the standards associated with the library.

***If the Enter Core Progress link is available in the Assignment Book or on the Libraries page**, select it to go to a research-based progression of knowledge and skills that helps you identify knowledge gaps, differentiate instruction, and determine next steps.*

Printing the Library Guide or Scope and Sequence

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

You need a PDF reader installed to view or print these documents. *To find out if your computer has a PDF reader, select* ***Check Software Requirements*** *on the welcome page before you log in to the software; then, click* ***Downloads*** *and click* ***Test*** *for the PDF Reader. For detailed instructions, see page 202.*

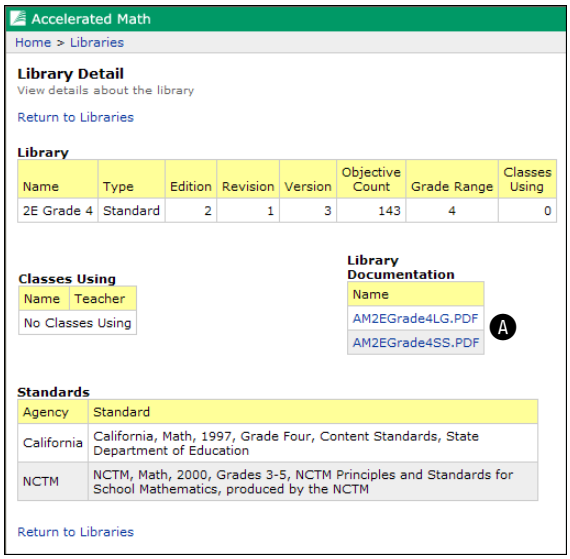
Each standard library has a Library Guide and a Scope and Sequence*:*

- **Library Guides** include each topic and objective in the library and sample problems for each objective.
- The **Scope and Sequence** lists the topics and objectives in the library.

Extended Response libraries also have *Scope and Sequences*, but they do not have *Library Guides*.

To view or print the documents for a library, follow these steps:

1. View the list of libraries for your school. See page 38.
2. Select the name of the library you want to view.
3. Select the name of the library document that you want to print Ⓐ. The document will open in Adobe Reader or the Macintosh OS 10 Preview program. Use the Adobe Reader buttons or the Preview print function to print the document.



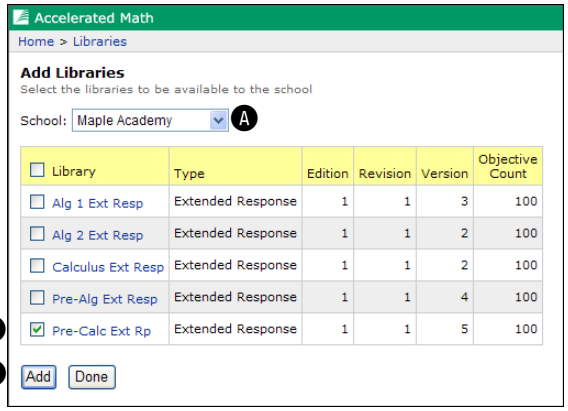
4. When you've finished, select **Return to Libraries**.

Adding Libraries for a School

Who Can Do This?
☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers
Learn more about capabilities on page 236.

Normally, Accelerated Math automatically adds the libraries for each school as you install them. However, if you've removed libraries from a school (see page 41), and you want to add them again, follow the steps below.

1. View the list of libraries for the school. See page 38.
2. Select **Add Libraries**.
3. If necessary, choose a different school from the **School** drop-down list Ⓐ.
4. Check the box next to each library you want to add for the school (if any are available) Ⓑ.
5. Select **Add** Ⓒ.
6. Select **Done** to go back to the Libraries page.



Removing Libraries for a School

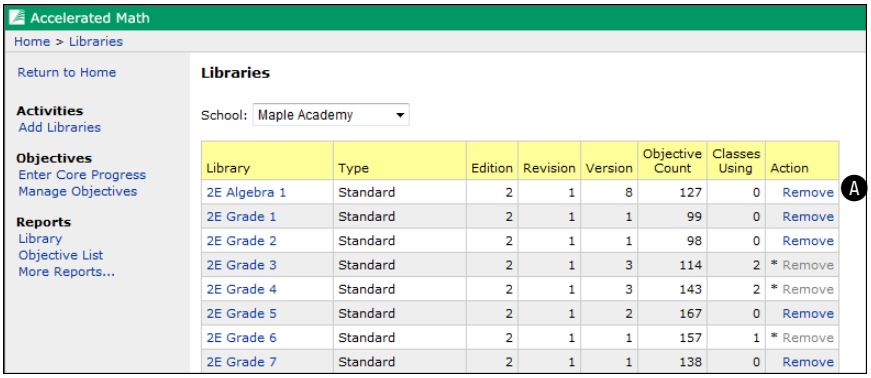
Who Can Do This?
☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers
Learn more about capabilities on page 236.

Normally, Accelerated Math automatically adds the libraries for each school as you install them. If you don't want a school to use some of the available libraries, you can remove those libraries by following the steps below.

Removing the library doesn't delete the library; it just removes it from the available list for the selected school. If you change your mind, you can add libraries again later; see page 41.

1. View the list of libraries for the school. See page 38.

2. Select **Remove** in the row for a library Ⓐ. (You can't remove a library that a class is using. See the Classes Using column on the Libraries page.) The library will be removed for this school, but not other schools.


Accelerated Math
Home > Libraries
Return to Home
Activities
Add Libraries
Objectives
Enter Core Progress
Manage Objectives
Reports
Library
Objective List
More Reports...
Libraries
School: Maple Academy
Library | Type | Edition | Revision | Version | Objective Count | Classes Using | Action
2E Algebra 1 | Standard | 2 | 1 | 8 | 127 | 0 | Remove
2E Grade 1 | Standard | 2 | 1 | 1 | 99 | 0 | Remove
2E Grade 2 | Standard | 2 | 1 | 1 | 98 | 0 | Remove
2E Grade 3 | Standard | 2 | 1 | 3 | 114 | 2 | * Remove
2E Grade 4 | Standard | 2 | 1 | 3 | 143 | 2 | * Remove
2E Grade 5 | Standard | 2 | 1 | 2 | 167 | 0 | Remove
2E Grade 6 | Standard | 2 | 1 | 1 | 157 | 1 | * Remove
2E Grade 7 | Standard | 2 | 1 | 1 | 138 | 0 | Remove
A

What Are Objectives and Objective Lists?

Objectives are closely related problems that focus on a skill within a specific math topic. Accelerated Math groups problems into objectives. Teachers assign objectives to students, and students work to master these objectives (see page 68). On assignments, Accelerated Math chooses problems from the assigned objectives.

Objectives from standard libraries are used in class Assignment Books. Objectives from extended response libraries are used on the Extended Response page for your classes.

Share objective lists to avoid duplication. *Teachers who use the same objectives can use the same objective list in their classes or groups.*

An *objective list* is the set of objectives that you have chosen to use for your class. It may be the standard objective list that Accelerated Math has for each library (with all objectives from that library), or it may be a custom list created by someone in your school or district (a teacher, administrator, or other staff member).

You must choose a list to use in the Assignment Book or Extended Response page for each Accelerated Math class. If you are using groups in your class Assignment Book (see page 158), you must also choose a list for each group. You can use the same list for more than one class or group to save time or to ensure that your classes are working on the same material.

The person who creates an objective list is the owner of that list, but you can change the owner later; see page 59.

You can export objective lists (see page 65), and other teachers can import them for use in their classes or groups (see page 64).

The next few sections describe how to create lists of objectives and how to select a list for your class. Before you create objective lists, you may want to review the *Scope and Sequence* or *Library Guide* for each library; see page 40.

Types of Objective Lists (Shared, My Lists, and Library Lists)

Library Lists

For each of your Accelerated Math libraries (such as a Grade 5 or Algebra 1 library), Accelerated Math has an objective list that includes all objectives from the library in the default order. You can select these lists for your class and choose which objectives to assign, but you cannot change the objectives in the list or the order.

Shared Lists

When a school or district administrator creates an objective list, he or she can choose whether to share the list or leave it in the My Lists (private) category.

Shared objective lists can be selected and used by others for their classes or groups. When a district or program administrator creates a shared objective list, any teacher in any school can select and use that list. When a school administrator creates a list, any teacher in that administrator's school can use the list. Teachers cannot share the lists they create.

Shared lists that were created by the district or program administrator can only be changed by that administrator. Shared lists that were created by a school administrator can be changed by that school administrator or the district administrator.

My Lists (Private Lists)

Any teacher or administrator can create a private objective list (My Lists). These objective lists cannot be selected or changed by other teachers, but they may be changed by the owner. District administrators can change anyone's private lists; school administrators can change private lists created within their school.

Choosing an Objective List

In the Assignment Book and on the Extended Response page, you need to choose the list of objectives to use for each class. If you are using groups, you must also choose the objective list to use with each group.

For instructions, see "Choosing an Objective List for a Class or Group" on page 12.

Creating New Objective Lists

Do you need to create objective lists? *If you plan to use all objectives from just one library in the default order, you can simply use one of the lists that were automatically created.*

You can create objective lists from the Libraries page, a class Assignment Book, or a class Extended Response page. If you create an objective list starting from a class Assignment Book, the list will be automatically selected for that class or the selected group (see page 158 for more about groups). If you create a list starting from the Libraries page, it will not be automatically selected for any class. (See page 12 to choose a list for a class.)

If another class already has an objective list that you would like to use, you can select that objective list (see page 12). If it is not available to you on this server, the other class can export it (see page 65) and you can import it (see page 64).

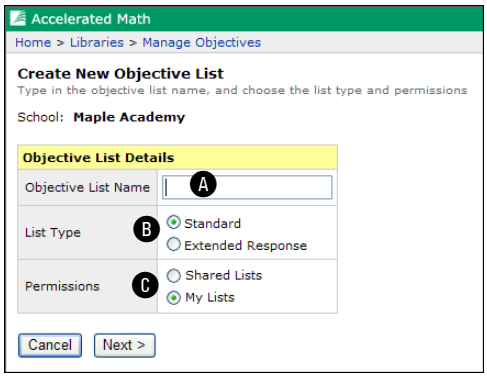
Creating an Objective List Starting from the Libraries Page

Who Can Do This?

- ☑ District Administrator
- ☑ District Staff
- ☑ School Administrator
- ☑ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Libraries**.
2. Select your school from the **School** drop-down list if the drop-down list is available.
3. Click **Manage Objectives** on the left side of the page.
4. Click **Create New List** on the left side of the page.
5. Enter the information for the objective list.



Things to know about objective lists: *If you create a list, you are the owner of that list, and you can make changes to the list (including the owner); see page 59. Administrators can also change lists owned by others. If you share a list, it can be used by other teachers; for more information, see page 43.*

- **A** Enter a list name that makes it easy for teachers to identify the list. It's a good idea to include the grade level or library name.
- **B** Standard lists have objectives for class Assignment Books. Extended response lists have more challenging objectives for use on the Extended Response page.
- **C** Sharing a list allows others to use the list; see page 43. Only administrators can share lists; teachers cannot. If a school administrator creates a shared list, any teacher in the administrator's school can use it. If a district administrator creates a shared list, anyone in any school can use it.

6. Click **Next >**.

Objectives will appear in the order in which they're added.
For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 60.

7. Next, you need to choose the objectives that you want to include on the new list. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:

- To add objectives by library, see page 47.
- To add them by searching for objective names, see page 50.
- To add them by searching for state standard codes, see page 51.

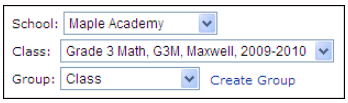
Creating an Objective List Starting from the Assignment Book or Extended Response Page

Who Can Do This?

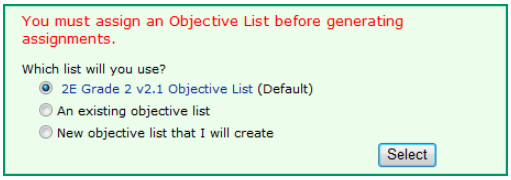
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Assignment Book** or **Extended Response**. (Choose the page where you will use this new list.)
2. Select your school and class from the drop-down lists if necessary. In the Assignment Book, if you want to create the objective list for a specific group (see page 158), select the group as well. The list will be assigned to the class or group you choose.

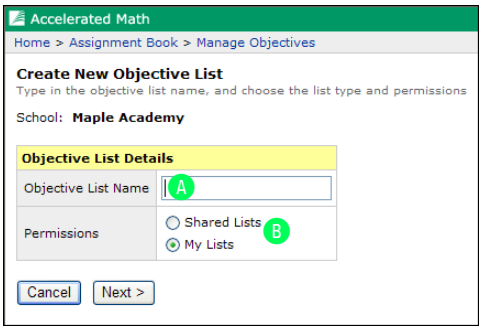


3. Do one of the following:
   - If you are in the Assignment Book and no objective list has been selected so far for this class or group, choose **New objective list that I will create**; then, click **Select**.


You must assign an Objective List before generating assignments.
Which list will you use?
2E Grade 2 v2.1 Objective List (Default)
An existing objective list
New objective list that I will create
Select

   - If you are viewing the Extended Response page and no objective list has been selected so far, click **Add Objectives**. Then, click **Create New List** on the left side of the Manage Objectives page, or click **New objective list that I will create** in the green box and then click **Select**.
   - If you are changing objective lists in an Assignment Book or Extended Response page, click **Manage Objectives** on the left side of the page. Then, click **Create New List** on the Manage Objectives page.

4. Enter the information for the objective list.



Ⓐ Enter a list name that makes it easy for teachers to identify the list. It's a good idea to include the grade level or library name.

Ⓑ Sharing a list allows others to use the list; see page 43. Only administrators can share lists; teachers cannot. If a school administrator creates a shared list, any teacher in the administrator's school can use it. If a district administrator creates a shared list, anyone in any school can use it.

Things to know about objective lists: *If you create a list, you are the owner of that list. You can change the owner later; see page 59. The Permissions determine who can use a list; see page 43.*

5. Click **Next >**.

6. Next, you need to choose the objectives that you want to include on the new list. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:
   - To add objectives by library, see the instructions below.
   - To add them by searching for objective names, see page 50.
   - To add them by searching for state standard codes, see page 51.

   Note: If you plan to use online assignments in the Assignment Book, choose objectives from second-edition (2E) or Common Core libraries. Although you can use first-edition libraries with online assignments, the 2E and Common Core libraries provide the best performance.

Objectives will appear in the order in which they're added. *For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 60.*

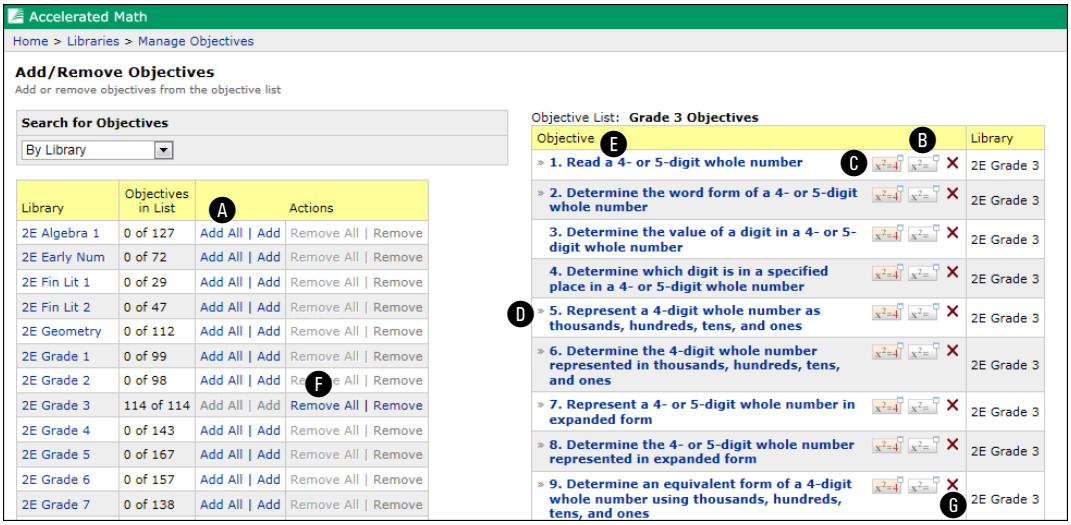
Adding Objectives by Library

If you choose to add objectives by library, you can click **Add All** in the row for a library Ⓐ to add all the library's objectives to the list, or you can click **Add** to select individual objectives to add from a library.

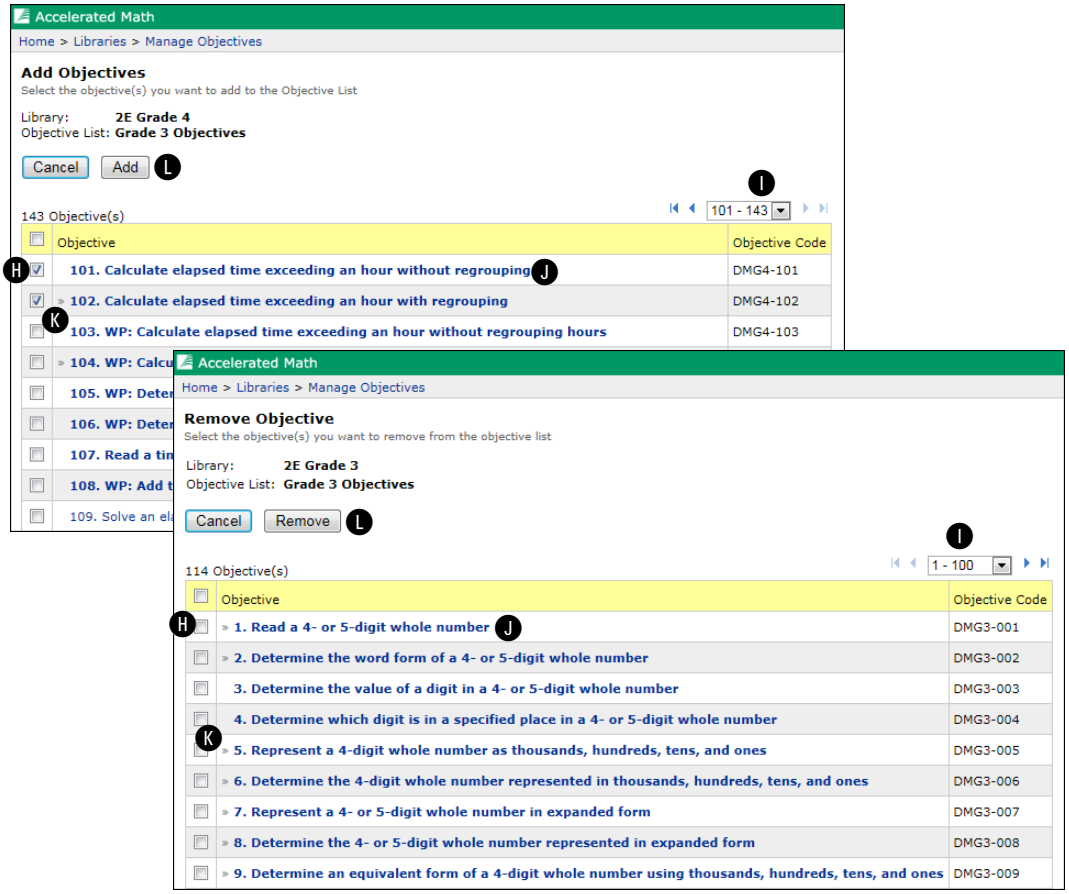
On the Add/Remove Objectives page, the objectives that you add are listed on the right side of the page. To see sample problems from an objective, click in the row for that objective Ⓑ. If your subscription gives you access to worked examples, you may also see Ⓒ next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

Objectives marked with a double arrow (D) are core objectives. Objectives that are related to your standards are shown in bold text (E).

Click **Remove All** in the row for a library (F) if you accidentally added that library's objectives, or click **Remove** to select specific objectives to remove from your list. You can also click the **X** in the row for an objective (G) to remove that objective from the list.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
By Library
Library
Objectives in List
A
Actions
2E Algebra 1 0 of 127 Add All | Add Remove All | Remove
2E Early Num 0 of 72 Add All | Add Remove All | Remove
2E Fin Lit 1 0 of 29 Add All | Add Remove All | Remove
2E Fin Lit 2 0 of 47 Add All | Add Remove All | Remove
2E Geometry 0 of 112 Add All | Add Remove All | Remove
2E Grade 1 0 of 99 Add All | Add Remove All | Remove
2E Grade 2 0 of 98 Add All | Add Remove All | Remove
F
2E Grade 3 114 of 114 Add All | Add Remove All | Remove
2E Grade 4 0 of 143 Add All | Add Remove All | Remove
2E Grade 5 0 of 167 Add All | Add Remove All | Remove
2E Grade 6 0 of 157 Add All | Add Remove All | Remove
2E Grade 7 0 of 138 Add All | Add Remove All | Remove
Objective List: Grade 3 Objectives
Objective
E
B
Library
C
» 1. Read a 4- or 5-digit whole number 2E Grade 3
» 2. Determine the word form of a 4- or 5-digit whole number 2E Grade 3
3. Determine the value of a digit in a 4- or 5-digit whole number 2E Grade 3
4. Determine which digit is in a specified place in a 4- or 5-digit whole number 2E Grade 3
D
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones 2E Grade 3
» 6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones 2E Grade 3
» 7. Represent a 4- or 5-digit whole number in expanded form 2E Grade 3
» 8. Determine the 4- or 5-digit whole number represented in expanded form 2E Grade 3
» 9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
G
2E Grade 3

If you click **Add** or **Remove** in the row for a library, on the next page, check the box for each objective you want to add or remove and click **Add** or **Remove.**


Accelerated Math
Home > Libraries > Manage Objectives
Add Objectives
Select the objective(s) you want to add to the Objective List
Library: 2E Grade 4
Objective List: Grade 3 Objectives
Cancel
Add
L
I
101 - 143
143 Objective(s)
Objective
Objective Code
H
101. Calculate elapsed time exceeding an hour without regrouping
J
DMG4-101
102. Calculate elapsed time exceeding an hour with regrouping
DMG4-102
K
103. WP: Calculate elapsed time exceeding an hour without regrouping hours
DMG4-103
Accelerated Math
Home > Libraries > Manage Objectives
Remove Objective
Select the objective(s) you want to remove from the objective list
Library: 2E Grade 3
Objective List: Grade 3 Objectives
Cancel
Remove
L
I
1 - 100
114 Objective(s)
Objective
Objective Code
H
1. Read a 4- or 5-digit whole number
J
DMG3-001
2. Determine the word form of a 4- or 5-digit whole number
DMG3-002
3. Determine the value of a digit in a 4- or 5-digit whole number
DMG3-003
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
DMG3-004
K
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
DMG3-005
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
DMG3-006
7. Represent a 4- or 5-digit whole number in expanded form
DMG3-007
8. Determine the 4- or 5-digit whole number represented in expanded form
DMG3-008
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
DMG3-009

H Check these boxes to choose the objectives you want to add or remove. (To select all objectives listed on this page, check the box next to **Objective** at the top of the column.)

I You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

J Objectives shown in bold text are related to your standards.

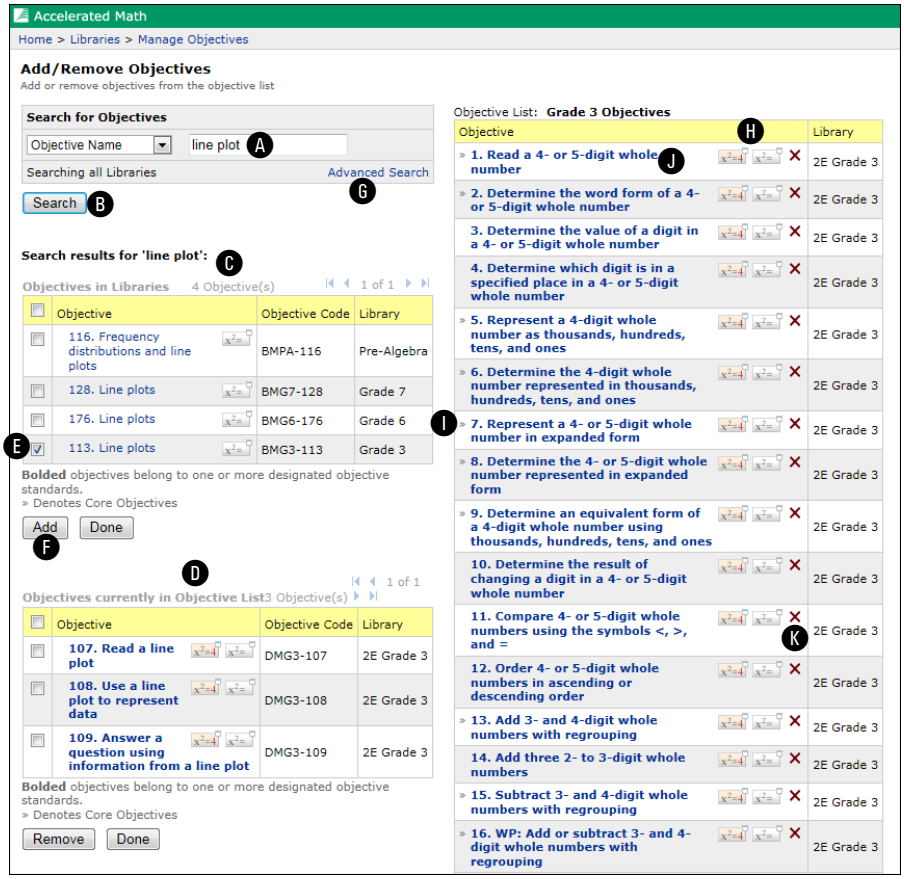
K Objectives marked with » are core objectives.

L Click **Add** or **Remove** when you've finished choosing the individual objectives.

Click **Done** on the Add/Remove Objectives page to finish creating the list and adding its objectives.

Adding Objectives by Searching by Objective Name

Enter part or all of the objective name (or key terms) Ⓐ and click **Search** Ⓑ. The search results will show the matching objectives that aren't in your list Ⓒ and those that are Ⓓ. The results identify the library that each objective is from. Check the box next to objectives that you want to add in the first list Ⓔ; then, click **Add** Ⓕ.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
Objective Name
line plot
A
Searching all Libraries
Advanced Search
G
Search
B
Search results for 'line plot':
C
Objectives in Libraries
4 Objective(s)
1 of 1
Objective
Objective Code
Library
116. Frequency distributions and line plots
BMPA-116
Pre-Algebra
128. Line plots
BMG7-128
Grade 7
176. Line plots
BMG6-176
Grade 6
113. Line plots
BMG3-113
Grade 3
E
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Add
Done
F
D
Objectives currently in Objective List
3 Objective(s)
1 of 1
107. Read a line plot
DMG3-107
2E Grade 3
108. Use a line plot to represent data
DMG3-108
2E Grade 3
109. Answer a question using information from a line plot
DMG3-109
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Remove
Done
Objective List: Grade 3 Objectives
H
Objective
Library
1. Read a 4- or 5-digit whole number
J
2E Grade 3
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7. Represent a 4- or 5-digit whole number in expanded form
I
8. Determine the 4- or 5-digit whole number represented in expanded form
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
10. Determine the result of changing a digit in a 4- or 5-digit whole number
11. Compare 4- or 5-digit whole numbers using the symbols <, >, and =
K
12. Order 4- or 5-digit whole numbers in ascending or descending order
13. Add 3- and 4-digit whole numbers with regrouping
14. Add three 2- to 3-digit whole numbers
15. Subtract 3- and 4-digit whole numbers with regrouping
16. WP: Add or subtract 3- and 4-digit whole numbers with regrouping

> ***To remove objectives in the search results that are already in your list,*** *check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click* ***Remove****.*

If you prefer to limit the search to certain libraries, click **Advanced Search** first Ⓖ; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

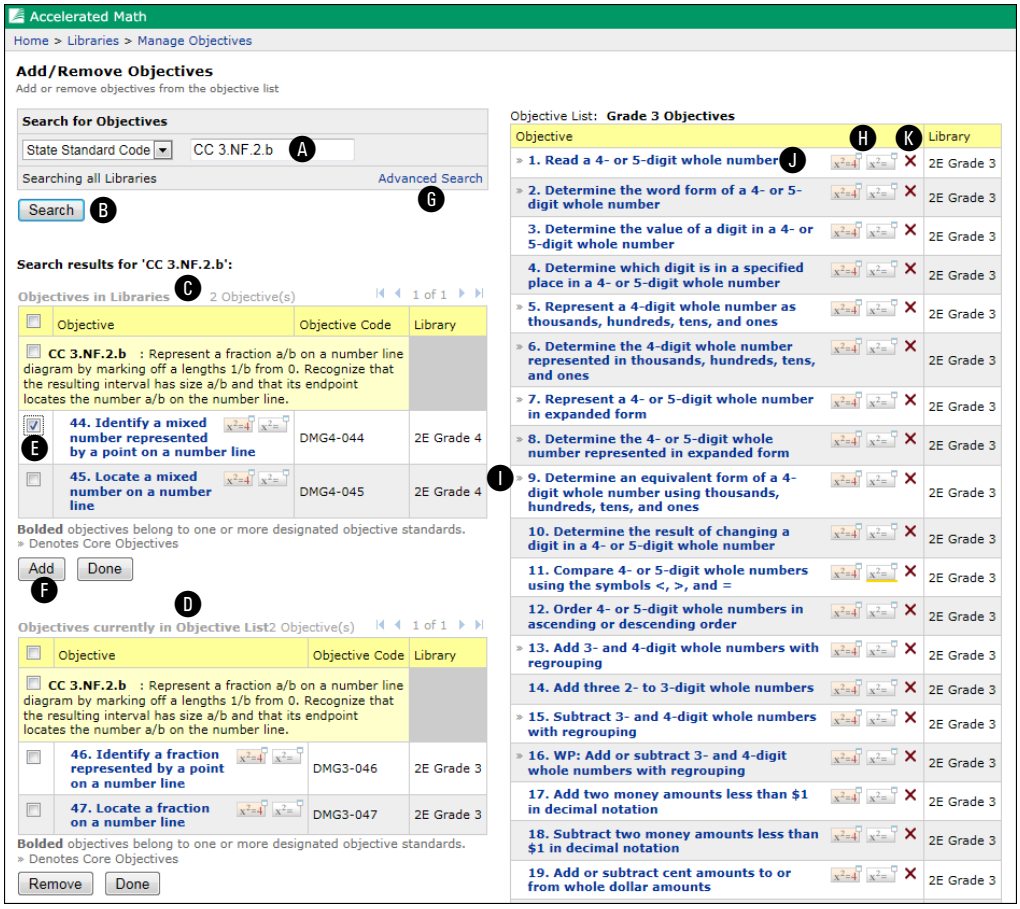
In the search results and the list note the icons next to the objective Ⓗ. Click $x^2=$ to see sample problems. If the $x^2=4$ icon is available, click it to see the steps required to solve a sample problem and the answer. Objectives marked with a double arrow Ⓘ are core objectives. Objectives that are related to your standards are shown in bold text Ⓙ.

If you want to remove an objective you've added, click the **X** Ⓚ next to the objective in the list to the right.

When you've finished adding objectives, click **Done** on the Add/Remove Objectives page to finish creating the list.

Adding Objectives by Searching by State Standard Code

Enter the standard tag code Ⓐ and click **Search** Ⓑ. The search results will show the matching objectives that aren't in your list Ⓒ and those that are Ⓓ. The results identify the library that each objective is from. Check the box next to objectives that you want to add in the first list Ⓔ; then, click **Add** Ⓕ.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
State Standard Code
CC 3.NF.2.b
A
Searching all Libraries
Advanced Search
G
Search
B
Search results for 'CC 3.NF.2.b':
Objectives in Libraries
C
2 Objective(s)
1 of 1
Objective
Objective Code
Library
CC 3.NF.2.b : Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
E
44. Identify a mixed number represented by a point on a number line
DMG4-044
2E Grade 4
45. Locate a mixed number on a number line
DMG4-045
2E Grade 4
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Add
Done
F
D
Objectives currently in Objective List
2 Objective(s)
1 of 1
CC 3.NF.2.b : Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
46. Identify a fraction represented by a point on a number line
DMG3-046
2E Grade 3
47. Locate a fraction on a number line
DMG3-047
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Remove
Done
Objective List: Grade 3 Objectives
H
K
Library
» 1. Read a 4- or 5-digit whole number
J
2E Grade 3
» 2. Determine the word form of a 4- or 5-digit whole number
2E Grade 3
3. Determine the value of a digit in a 4- or 5-digit whole number
2E Grade 3
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
2E Grade 3
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
2E Grade 3
» 6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
2E Grade 3
» 7. Represent a 4- or 5-digit whole number in expanded form
2E Grade 3
» 8. Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3
» 9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
I
2E Grade 3
10. Determine the result of changing a digit in a 4- or 5-digit whole number
2E Grade 3
11. Compare 4- or 5-digit whole numbers using the symbols <, >, and =
2E Grade 3
12. Order 4- or 5-digit whole numbers in ascending or descending order
2E Grade 3
» 13. Add 3- and 4-digit whole numbers with regrouping
2E Grade 3
14. Add three 2- to 3-digit whole numbers
2E Grade 3
» 15. Subtract 3- and 4-digit whole numbers with regrouping
2E Grade 3
» 16. WP: Add or subtract 3- and 4-digit whole numbers with regrouping
2E Grade 3
17. Add two money amounts less than $1 in decimal notation
2E Grade 3
18. Subtract two money amounts less than $1 in decimal notation
2E Grade 3
19. Add or subtract cent amounts to or from whole dollar amounts
2E Grade 3

To remove objectives in the search results that are already in your list, *check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click* ***Remove****.*

If you prefer to limit the search to certain libraries, click **Advanced Search** first Ⓖ; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions Ⓗ. Click to see sample problems. If your subscription gives you access to worked examples, you may also see next to some objectives; click this icon to see the steps required to solve a sample problem and the answer. Objectives marked with a double arrow Ⓘ are core

objectives. Objectives that are related to your standards are shown in bold text Ⓙ.

If you want to remove an objective you've added, click the **X** Ⓚ next to the objective in the list to the right.

When you've finished adding objectives, click **Done** on the Add/Remove Objectives page to finish creating the list.

Viewing an Objective List

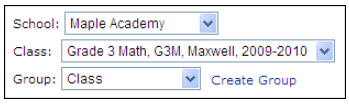
Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Follow these steps to view the objectives in a list.

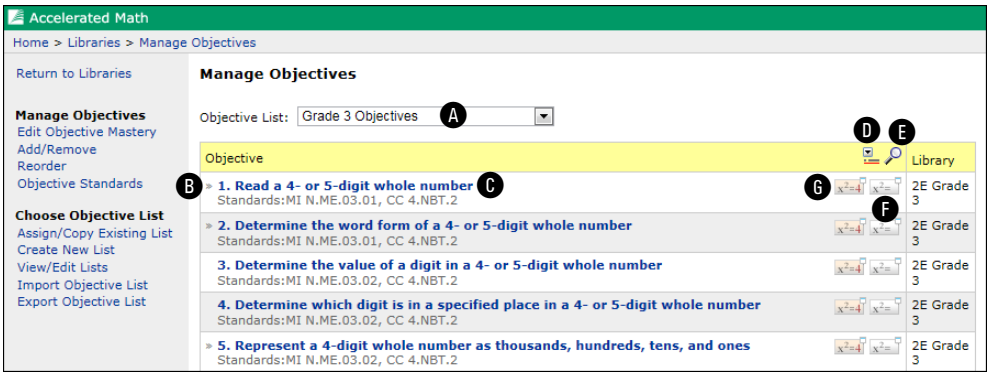
1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. In the Assignment Book, if you are using groups (see page 158) and you want to see the list used for a specific group, select the group.



3. Click **Manage Objectives** on the left side of the page.
4. If the page asks you to choose an objective list, select it from the drop-down list Ⓐ.

   If you came from the Assignment Book or Extended Response page, you are viewing the list that is used by the class or group you chose on that page; you can select a different group from the drop-down list.

Scroll down the page to see more of the list.



- **A** If you came from the Libraries page, choose the objective list you want to see. If you came from the Assignment Book, you will see a Group drop-down list; you can use it to select the class or a different group to see that group's objective list.
- **B** Objectives marked with a double arrow are core objectives.
- **C** Objectives that are in bold text are associated with your standards.
- **D** Click this arrow to see the standards related to each objective.
- **E** Click the magnifying glass to search for specific objectives. Then, enter key terms in the window that opens and click **Search**. The objectives that matched your search will be listed. To see all the objectives again, click **Show All** under "Library."
- **F** Click this icon to see sample problems from the objective.
- **G** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Adding Objectives to a List or Removing Them from a List

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

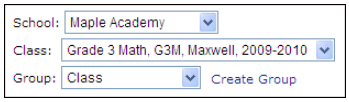
Learn more about capabilities on page 236.

After an objective list has been created, you may decide to add more objectives or to remove objectives that you don't want to use for your classes or groups. *If you are using one of the objective lists that was created automatically for each library, you cannot add or remove objectives;* however, you can make a copy of the list (see page 63) and add or remove objectives in the new copy of the list.

Follow these steps to add objectives to a list or remove them from a list:

1. On the Home page select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.

2. Select your school and class from the drop-down lists if necessary. If you are in the Assignment Book, you can also choose a group if you want to change the objectives in that group's objective list (see page 158 for more about groups).



3. Click **Manage Objectives** on the left side of the page.
4. If the page asks you to choose an objective list, select it from the drop-down list.

   If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class or group you chose on that page.
5. Click **Add/Remove**. (If the link is not available, you are not the list owner or an administrator, or you've chosen one of the lists that was generated automatically for each library.)

Objectives will appear in the order in which they're added.

For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 60.

6. Next, you need to choose the objectives that you want to add or remove. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:
   - To add objectives by library, see page 55.
   - To add them by searching for objective names, see page 57.
   - To add them by searching for state standard codes, see page 58.

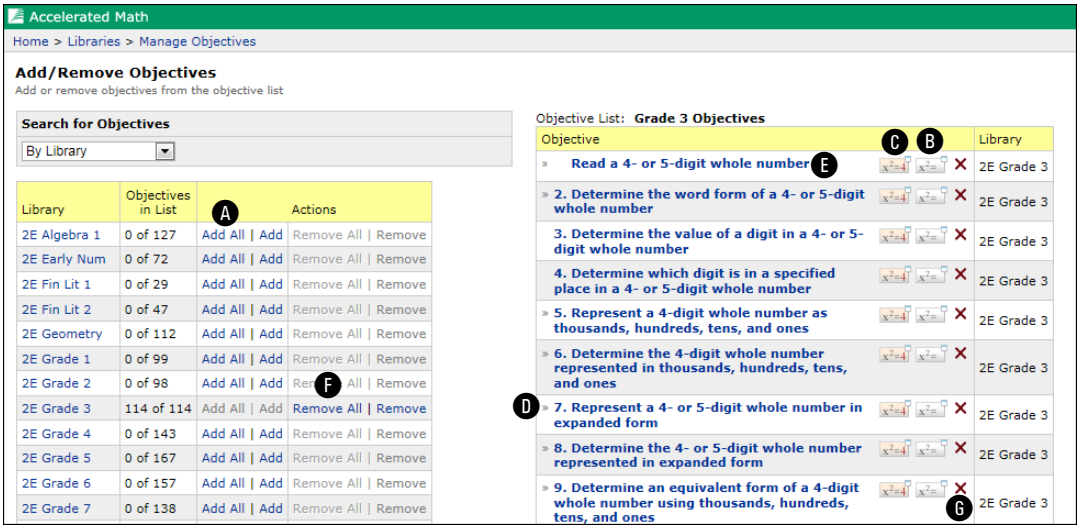
   Note: If you plan to use online assignments in the Assignment Book, choose objectives from second-edition (2E) or Common Core libraries. Although you can use first-edition libraries with online assignments, the 2E and Common Core libraries provide the best performance.

Adding or Removing Objectives by Library

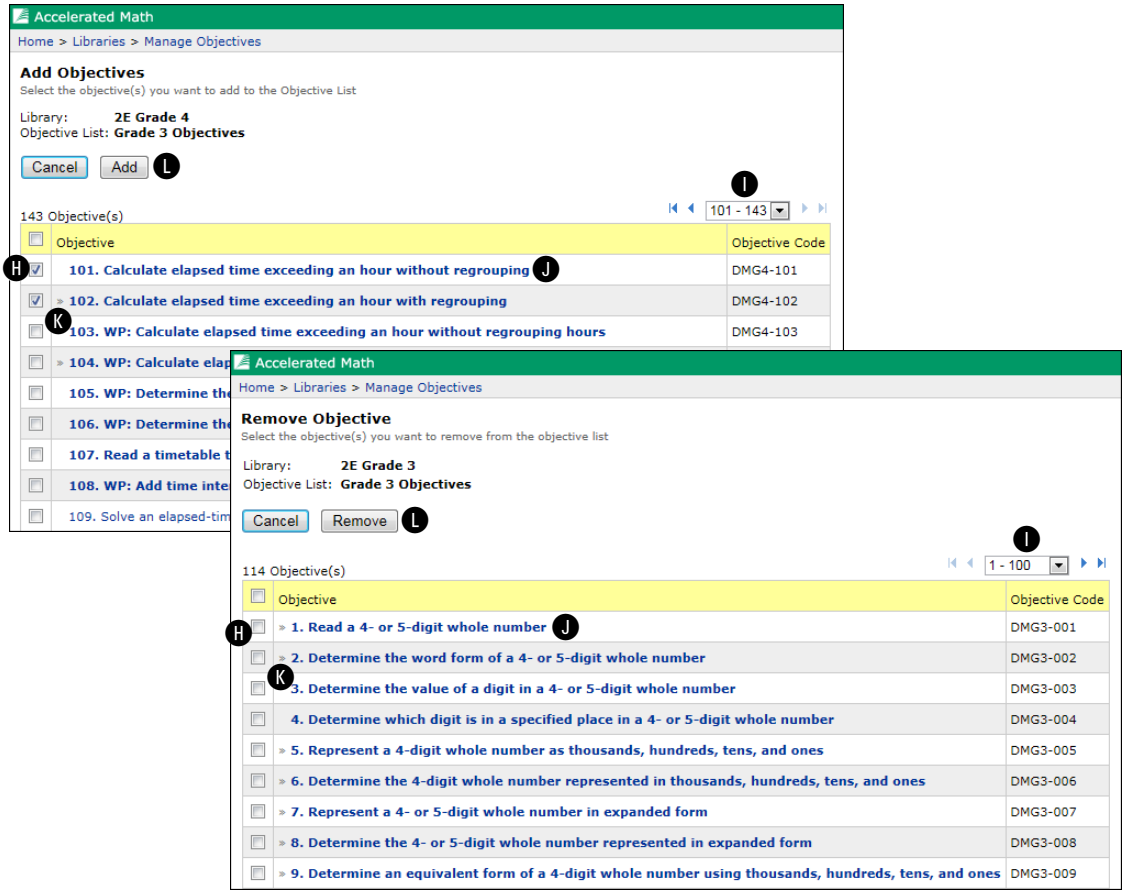
If you choose to add objectives by library, you can click **Add All** in the row for a library Ⓐ to add all the library's objectives to the list, or you can click **Add** to select individual objectives to add from a library.

On the Add/Remove Objectives page, the objectives that you add are listed on the right side of the page. To see sample problems from an objective, click $x^2=$ in the row for an objective Ⓑ. If your subscription gives you access to worked examples, you may see $x^2=4$ Ⓒ next to some objectives; click this icon to see the steps required to solve a sample problem and the answer. Objectives marked with a double arrow Ⓓ are core objectives. Objectives that are related to your standards are shown in bold text Ⓔ.

Click **Remove All** in the row for a library Ⓕ if you accidentally added that library's objectives, or click **Remove** to select specific objectives to remove from your list. You can also click the **X** in the row for an objective Ⓖ to remove that objective from the list.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
By Library
Library
Objectives in List
Actions
2E Algebra 1 0 of 127 Add All | Add Remove All | Remove
2E Early Num 0 of 72 Add All | Add Remove All | Remove
2E Fin Lit 1 0 of 29 Add All | Add Remove All | Remove
2E Fin Lit 2 0 of 47 Add All | Add Remove All | Remove
2E Geometry 0 of 112 Add All | Add Remove All | Remove
2E Grade 1 0 of 99 Add All | Add Remove All | Remove
2E Grade 2 0 of 98 Add All | Add Remove All | Remove
2E Grade 3 114 of 114 Add All | Add Remove All | Remove
2E Grade 4 0 of 143 Add All | Add Remove All | Remove
2E Grade 5 0 of 167 Add All | Add Remove All | Remove
2E Grade 6 0 of 157 Add All | Add Remove All | Remove
2E Grade 7 0 of 138 Add All | Add Remove All | Remove
Objective List: Grade 3 Objectives
Objective
Library
Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7. Represent a 4- or 5-digit whole number in expanded form
8. Determine the 4- or 5-digit whole number represented in expanded form
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
2E Grade 3

If you click **Add** or **Remove** in the row for a library, on the next page, check the box for each objective you want to add or remove and click **Add** or **Remove.**

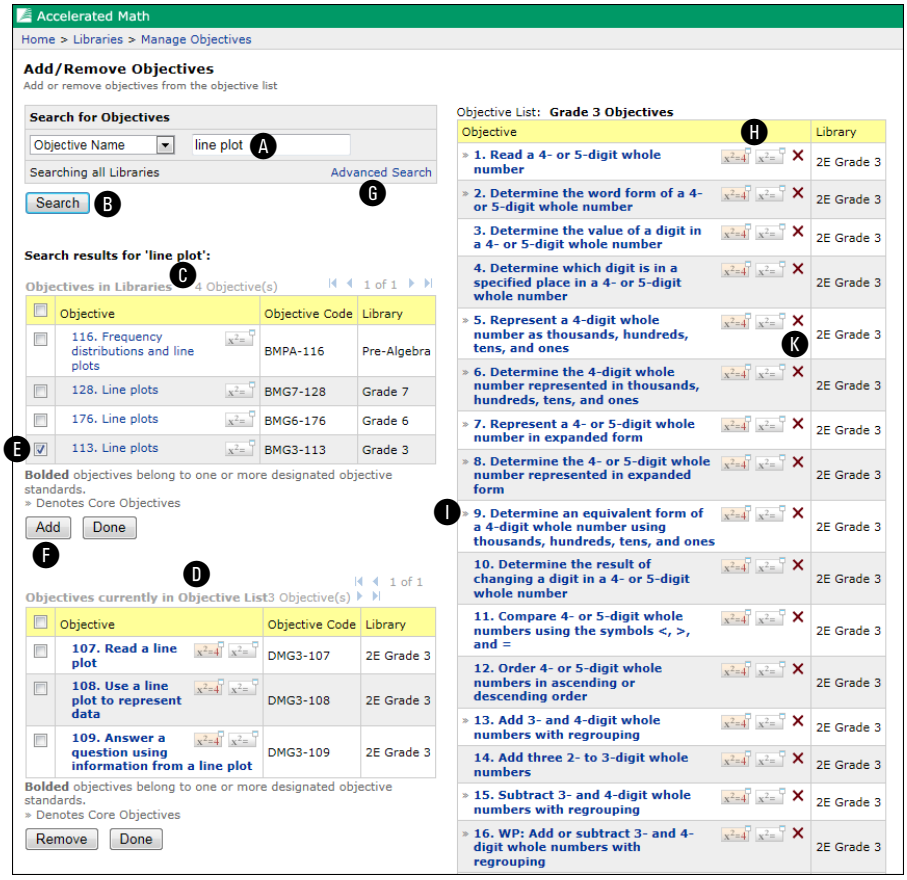

Accelerated Math
Home > Libraries > Manage Objectives
Add Objectives
Select the objective(s) you want to add to the Objective List
Library: 2E Grade 4
Objective List: Grade 3 Objectives
Cancel
Add
L
I
101 - 143
143 Objective(s)
Objective
Objective Code
H
101. Calculate elapsed time exceeding an hour without regrouping
J
DMG4-101
102. Calculate elapsed time exceeding an hour with regrouping
DMG4-102
K
103. WP: Calculate elapsed time exceeding an hour without regrouping hours
DMG4-103
Accelerated Math
Home > Libraries > Manage Objectives
Remove Objective
Select the objective(s) you want to remove from the objective list
Library: 2E Grade 3
Objective List: Grade 3 Objectives
Cancel
Remove
L
I
1 - 100
114 Objective(s)
Objective
Objective Code
H
1. Read a 4- or 5-digit whole number
J
DMG3-001
2. Determine the word form of a 4- or 5-digit whole number
DMG3-002
K
3. Determine the value of a digit in a 4- or 5-digit whole number
DMG3-003
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
DMG3-004
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
DMG3-005
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
DMG3-006
7. Represent a 4- or 5-digit whole number in expanded form
DMG3-007
8. Determine the 4- or 5-digit whole number represented in expanded form
DMG3-008
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
DMG3-009

- **H** Check these boxes to choose the objectives you want to add or remove. (To select all objectives listed on this page, check the box next to **Objective** at the top of the column.)
- **I** You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
- **J** Objectives shown in bold text are related to your standards.
- **K** Objectives marked with a double arrow are core objectives.
- **L** Click **Add** or **Remove** when you've finished choosing the individual objectives.

Click **Done** on the Add/Remove Objectives page to finish adding or removing objectives.

Adding or Removing Objectives by Searching by Objective Name

Enter part or all of the objective name (or key terms) Ⓐ and click **Search** Ⓑ. The search results will show the matching objectives that aren't in your list Ⓒ and those that are Ⓓ. The results identify the library that each objective is from. Check the box next to each objective that you want to add in the first list Ⓔ; then, click **Add** Ⓕ.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
Objective Name
line plot
A
Searching all Libraries
Advanced Search
G
Search
B
Search results for 'line plot':
C
Objectives in Libraries
4 Objective(s)
1 of 1
Objective
Objective Code
Library
116. Frequency distributions and line plots
BMPA-116
Pre-Algebra
128. Line plots
BMG7-128
Grade 7
176. Line plots
BMG6-176
Grade 6
E
113. Line plots
BMG3-113
Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Add
Done
F
D
Objectives currently in Objective List
3 Objective(s)
1 of 1
107. Read a line plot
DMG3-107
2E Grade 3
108. Use a line plot to represent data
DMG3-108
2E Grade 3
109. Answer a question using information from a line plot
DMG3-109
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Remove
Done
Objective List: Grade 3 Objectives
H
Objective
Library
» 1. Read a 4- or 5-digit whole number
2E Grade 3
» 2. Determine the word form of a 4- or 5-digit whole number
2E Grade 3
3. Determine the value of a digit in a 4- or 5-digit whole number
2E Grade 3
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
2E Grade 3
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
K
2E Grade 3
» 6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
2E Grade 3
» 7. Represent a 4- or 5-digit whole number in expanded form
2E Grade 3
» 8. Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3
I
» 9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
2E Grade 3
10. Determine the result of changing a digit in a 4- or 5-digit whole number
2E Grade 3
11. Compare 4- or 5-digit whole numbers using the symbols <, >, and =
2E Grade 3
12. Order 4- or 5-digit whole numbers in ascending or descending order
2E Grade 3
» 13. Add 3- and 4-digit whole numbers with regrouping
2E Grade 3
14. Add three 2- to 3-digit whole numbers
2E Grade 3
» 15. Subtract 3- and 4-digit whole numbers with regrouping
2E Grade 3
» 16. WP: Add or subtract 3- and 4-digit whole numbers with regrouping
2E Grade 3

> ***To remove objectives in the search results that are already in your list,*** *check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click* ***Remove****.*

If you prefer to limit the search to certain libraries, click **Advanced Search** first Ⓖ; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

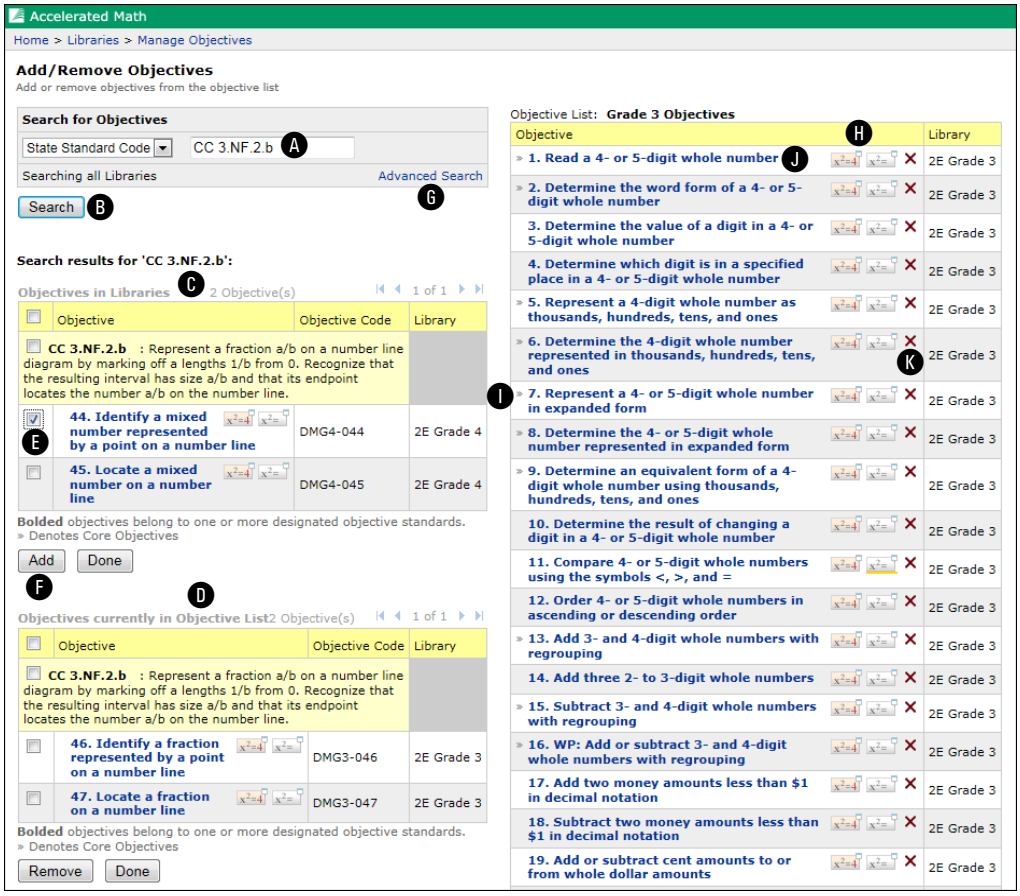
In the search results and the list of objectives to the right, note the icons next to the objective Ⓗ. Click $x^2=$ to see sample problems. If the $x^2=4$ icon is available, click it to see the steps required to solve a sample problem and the answer. Objectives marked with a double arrow Ⓘ are core objectives. Objectives that are related to your standards are shown in bold text Ⓙ.

If you want to remove an objective you've added, click the **X** Ⓚ next to the objective in the list to the right.

When you've finished, click **Done** on the Add/Remove Objectives page.

Adding or Removing Objectives by Searching by State Standard Code

Enter the standard tag code Ⓐ and click **Search** Ⓑ. The search results will show the matching objectives that aren't in your list Ⓒ and those that are Ⓓ. The results identify the library that each objective is from. Check the box next to each objective that you want to add in the first list Ⓔ; then, click **Add** Ⓕ.


Accelerated Math
Home > Libraries > Manage Objectives
Add/Remove Objectives
Add or remove objectives from the objective list
Search for Objectives
State Standard Code
CC 3.NF.2.b
Searching all Libraries
Advanced Search
Search
Search results for 'CC 3.NF.2.b':
Objectives in Libraries
2 Objective(s)
Objective
Objective Code
Library
CC 3.NF.2.b : Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
44. Identify a mixed number represented by a point on a number line
DMG4-044
2E Grade 4
45. Locate a mixed number on a number line
DMG4-045
2E Grade 4
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Add
Done
Objectives currently in Objective List
2 Objective(s)
CC 3.NF.2.b : Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
46. Identify a fraction represented by a point on a number line
DMG3-046
2E Grade 3
47. Locate a fraction on a number line
DMG3-047
2E Grade 3
Remove
Done
Objective List: Grade 3 Objectives
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7. Represent a 4- or 5-digit whole number in expanded form
8. Determine the 4- or 5-digit whole number represented in expanded form
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
10. Determine the result of changing a digit in a 4- or 5-digit whole number
11. Compare 4- or 5-digit whole numbers using the symbols <, >, and =
12. Order 4- or 5-digit whole numbers in ascending or descending order
13. Add 3- and 4-digit whole numbers with regrouping
14. Add three 2- to 3-digit whole numbers
15. Subtract 3- and 4-digit whole numbers with regrouping
16. WP: Add or subtract 3- and 4-digit whole numbers with regrouping
17. Add two money amounts less than $1 in decimal notation
18. Subtract two money amounts less than $1 in decimal notation
19. Add or subtract cent amounts to or from whole dollar amounts
2E Grade 3

To remove objectives in the search results that are already in your list, *check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click* ***Remove****.*

If you prefer to limit the search to certain libraries, click **Advanced Search** first Ⓖ; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions Ⓗ. Click to see sample problems. If your subscription gives you access to worked examples, you may also see next to some objectives; click this icon to see the steps required to solve a sample

problem and the answer. Objectives marked with a double arrow ❶ are core objectives. Objectives that are related to your standards are shown in bold text ❶.

If you want to remove an objective you've added, click the **X** ❶ next to the objective in the list to the right.

When you've finished, click **Done** on the Add/Remove Objectives page.

Editing an Objective List's Name, Owner, or Permissions

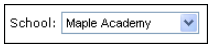
Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

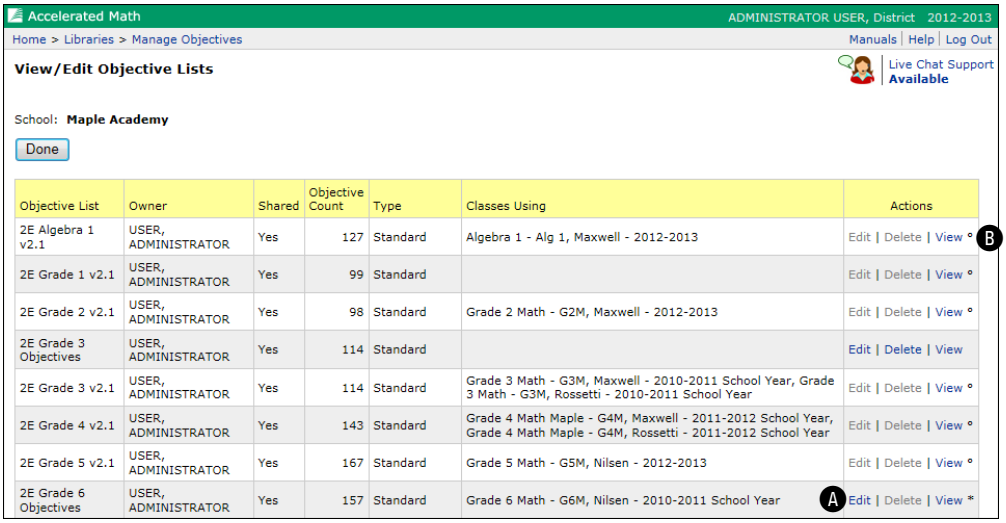
Learn more about capabilities on page 236.

When you edit objective list information, you can change the name, the owner, and whether the list is shared.

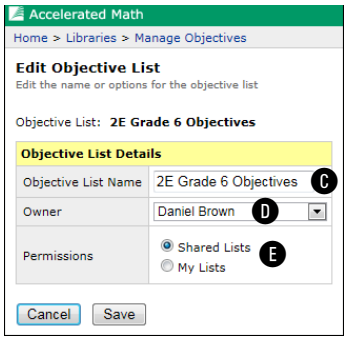
1. On the Home page, select **Accelerate Math**, then **Libraries**.
2. Select your school from the drop-down list if necessary.



3. Click **Manage Objectives** on the left side of the page.
4. Click **View/Edit Lists** on the left side of the page.
5. Click **Edit** Ⓐ in the row for the list you want to change. This link is not available in the following situations:
   - for standard library lists (marked with the ° symbol after the View link Ⓑ)
   - for teachers, the link is not available for shared lists owned by administrators
   - for school administrators, the link is not available for shared lists owned by the district administrator


Accelerated Math
ADMINISTRATOR USER, District 2012-2013
Home > Libraries > Manage Objectives
Manuals | Help | Log Out
View/Edit Objective Lists
Live Chat Support Available
School: Maple Academy
Done
Objective List | Owner | Shared | Objective Count | Type | Classes Using | Actions
2E Algebra 1 v2.1 | USER, ADMINISTRATOR | Yes | 127 | Standard | Algebra 1 - Alg 1, Maxwell - 2012-2013 | Edit | Delete | View °
2E Grade 1 v2.1 | USER, ADMINISTRATOR | Yes | 99 | Standard | | Edit | Delete | View °
2E Grade 2 v2.1 | USER, ADMINISTRATOR | Yes | 98 | Standard | Grade 2 Math - G2M, Maxwell - 2012-2013 | Edit | Delete | View °
2E Grade 3 Objectives | USER, ADMINISTRATOR | Yes | 114 | Standard | | Edit | Delete | View
2E Grade 3 v2.1 | USER, ADMINISTRATOR | Yes | 114 | Standard | Grade 3 Math - G3M, Maxwell - 2010-2011 School Year, Grade 3 Math - G3M, Rossetti - 2010-2011 School Year | Edit | Delete | View °
2E Grade 4 v2.1 | USER, ADMINISTRATOR | Yes | 143 | Standard | Grade 4 Math Maple - G4M, Maxwell - 2011-2012 School Year, Grade 4 Math Maple - G4M, Rossetti - 2011-2012 School Year | Edit | Delete | View °
2E Grade 5 v2.1 | USER, ADMINISTRATOR | Yes | 167 | Standard | Grade 5 Math - G5M, Nilsen - 2012-2013 | Edit | Delete | View °
2E Grade 6 Objectives | USER, ADMINISTRATOR | Yes | 157 | Standard | Grade 6 Math - G6M, Nilsen - 2010-2011 School Year | Edit | Delete | View *
Ⓐ
Ⓑ

6. Make your changes to the objective list:



   - Enter a new name if necessary Ⓒ. Use a list name that makes it easy for teachers to identify the list.
   - Select a new owner from the drop-down list if necessary Ⓓ. The list owner can change the list regardless of the permissions level.
   - If you are an administrator, choose whether to share the list Ⓔ. If you are a school administrator, your shared lists can be used by any teacher in your school. If you are a district administrator, your shared lists can be used by any teacher in the district. (See page 43 for more information on shared lists.)
7. Click **Save**.
8. Click **Done**.

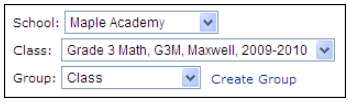
Changing the Order of Objectives in a List

Who Can Do This?
☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Follow the steps below to change the order of objectives in a list. Keep in mind that the change will affect every class or group that is using the list! *If you are using one of the objective lists that was created automatically for each library, you cannot change the order of objectives;* however, you can make a copy of the list (see page 63) and change the order of objectives in the new copy of the list.

1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. If you are in the Assignment Book, you can also select a group if you want to change the objective list being used by a specific group (see page 158 for more about groups).

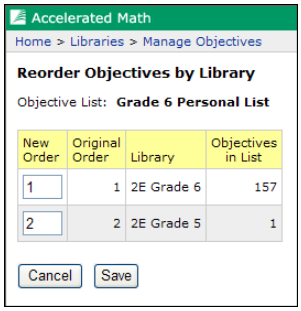


3. Click **Manage Objectives** on the left side of the page.
4. If you came from the Libraries page, choose the objective list that you want to change from the drop-down list.

   If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class or group you chose on that page.
5. Click **Reorder** on the left side of the page.
6. Click the link that shows how you want to change the objective order:

If the Reorder link isn't available, *you aren't the list owner or an administrator, or you have chosen one of the objective lists that was automatically generated for each library. (You can't change those lists.) For more about shared objective lists, see page 43.*

- **Reorder by Library:** Choose this if you want to keep the objectives from each library together. You will choose the objective order by library name. On the next page, enter the order number for each library; then, click **Save**.



- **Reorder by Objective:** Choose this if you want to move individual objectives. On the next page, check the box for the objective you want to move. Then, click one of the buttons:

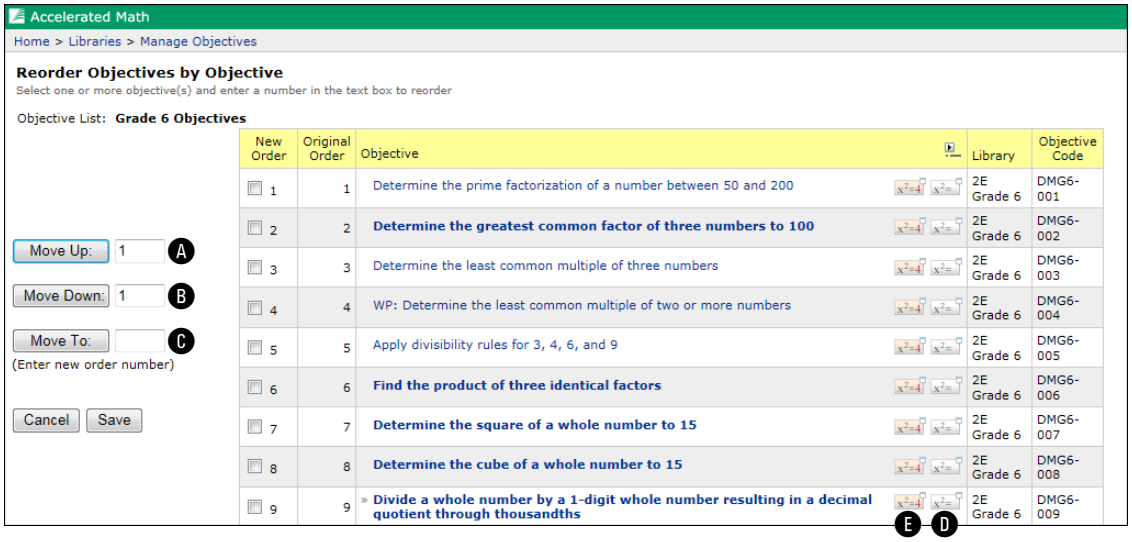
  Move Up Ⓐ moves the objective up the number of positions you entered next to the button.

  Move Down Ⓑ moves the objectives down the number of positions you specify.

  Move To Ⓒ moves the objective to the exact position you have entered.

  To find out more about the objectives, you can click $x^2=$ Ⓓ to see sample problems. If the $x^2=4$ Ⓔ icon is next to some objectives, click it to see the steps required to solve a sample problem and the answer to the problem. Objectives marked with a bullet are core objectives. Objectives that are related to your standards are shown in bold text.

  You can select and move one objective, or you can select and move multiple objectives together. When you've finished, click **Save**.


Accelerated Math
Home > Libraries > Manage Objectives
Reorder Objectives by Objective
Select one or more objective(s) and enter a number in the text box to reorder
Objective List: Grade 6 Objectives
Move Up: 1 A
Move Down: 1 B
Move To: C
(Enter new order number)
Cancel
Save
New Order
Original Order
Objective
Library
Objective Code
1 1 Determine the prime factorization of a number between 50 and 200 2E Grade 6 DMG6-001
2 2 Determine the greatest common factor of three numbers to 100 2E Grade 6 DMG6-002
3 3 Determine the least common multiple of three numbers 2E Grade 6 DMG6-003
4 4 WP: Determine the least common multiple of two or more numbers 2E Grade 6 DMG6-004
5 5 Apply divisibility rules for 3, 4, 6, and 9 2E Grade 6 DMG6-005
6 6 Find the product of three identical factors 2E Grade 6 DMG6-006
7 7 Determine the square of a whole number to 15 2E Grade 6 DMG6-007
8 8 Determine the cube of a whole number to 15 2E Grade 6 DMG6-008
9 9 Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths 2E Grade 6 DMG6-009
E D

The* Library Guide *or* Scope and Sequence *shows the original objective order for each library. *To print these documents for a library, see page 40.*

- **Restore Default Order:** Choose this if you want to put the objectives back in the order that you'll find in the library itself. If you have objectives from more than one library, Accelerated Math will group each library's objectives together and put them in grade level order. For example, grade 2 objectives would come before grade 3 objectives. After you choose this option, click **OK** to confirm that you want to restore the default order.

Marking Objectives Related to Specific Standards

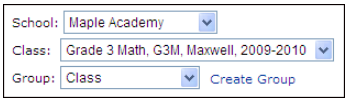
Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

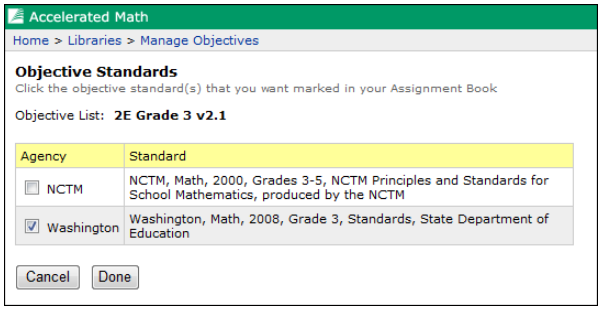
Learn more about capabilities on page 236.

"Marking" objectives means making them appear in boldface in your Assignment Book pages. Accelerated Math automatically marks the objectives that are related to your state standards. By following these steps, you can change which objectives are marked in a specific objective list.

1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. If you are in the Assignment Book, you can also select a group if you want to work with that group's objective list (see page 158 for more about groups).



3. Click **Manage Objectives** on the left side of the page.
4. If you came from the Libraries page, choose the objective list that you want to change from the drop-down list. (If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class or group you chose on that page.)
5. Click **Objective Standards** on the left side of the page. (If the link is not available, you don't have permission to change this list. For more information, see "Types of Objective Lists (Shared, My Lists, and Library Lists)" on page 43.)
6. Check the box next to each standard for which you want to mark objectives.


Accelerated Math
Home > Libraries > Manage Objectives
Objective Standards
Click the objective standard(s) that you want marked in your Assignment Book
Objective List: 2E Grade 3 v2.1
Agency
Standard
NCTM
NCTM, Math, 2000, Grades 3-5, NCTM Principles and Standards for School Mathematics, produced by the NCTM
Washington
Washington, Math, 2008, Grade 3, Standards, State Department of Education
Cancel
Done

7. Click **Done**. Accelerated Math will identify the objectives related to the standards that are checked, and those standards will appear in boldface.

Copying an Objective List

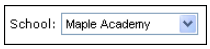
Who Can Do This?

- ☑ District Administrator
- ☑ District Staff
- ☑ School Administrator
- ☑ School Staff
- ☑ Teachers

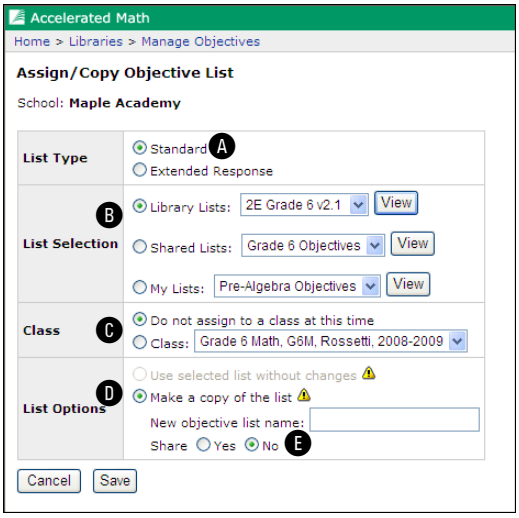
Learn more about capabilities on page 236.

To save time, you can copy another list that is similar to one you'd like to create. For example, you can choose to copy one of the objective lists that were created for a library if you want to add or remove objectives or put them in a different order. If your list will be exactly the same as the original list, consider choosing that list for your class instead; see page 12.

1. On the Home page, select **Accelerated Math**, then **Libraries**. (Although you can also choose the Assignment Book or Extended Response page, it's best to start from the Libraries page to avoid selecting the copied list for the class you're working with.)
2. Select your school from the drop-down list if necessary.



3. Click **Manage Objectives** on the left side of the page.
4. Click **Assign/Copy Existing List**.
5. Click a list type (**Standard** or **Extended Response** Ⓐ).
6. Click the type of list to copy Ⓑ:
   - **Library lists** are automatically created when the libraries are installed for your school. They include all objectives from the library in the default order. Although you can't change the original list, you can change a copy.
   - **Shared lists** are created by district or school administrators and shared with teachers in the school or district. If you aren't the list owner or an administrator, you cannot change the list, but you can copy it or use it for your class. For more information about shared lists, see page 43.
   - **My lists** are lists that you have created and chosen not to share with others. (If you are a teacher, all lists that you create fall into this category.) You can use these objective lists for your classes or groups and make changes as needed.


Accelerated Math
Home > Libraries > Manage Objectives
Assign/Copy Objective List
School: Maple Academy
List Type
Standard A
Extended Response
List Selection B
Library Lists: 2E Grade 6 v2.1 View
Shared Lists: Grade 6 Objectives View
My Lists: Pre-Algebra Objectives View
Class C
Do not assign to a class at this time
Class: Grade 6 Math, G6M, Rossetti, 2008-2009
List Options D
Use selected list without changes
Make a copy of the list
New objective list name:
Share Yes No E
Cancel
Save

7. After clicking a list type, use the drop-down list next to that option to choose the list you want to copy.
8. If you want to assign the copy of the list to a class, click **Class** Ⓒ; then, click the drop-down list and choose the class.

List types: *Standard lists have objectives for the Assignment Book. Extended Response lists have more challenging objectives that are used on the Extended Response page.*

9. Click **Make a copy of the list** Ⓓ. **Remember:** When you make a copy, any changes that you make to this objective list won't affect classes or groups that are using the original list.
10. Enter a new list name and choose whether to share the list Ⓔ. (For more about shared lists, see page 43.)
11. Click **Save** to finish copying the list with the options you chose.

Importing Objective Lists

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

By following these steps, you can import objective lists that have been exported from Accelerated Math. This is useful when you want to use an objective list from another school or district. **Make sure that you have the libraries that were used to create the list** so no objectives are removed when you import it.

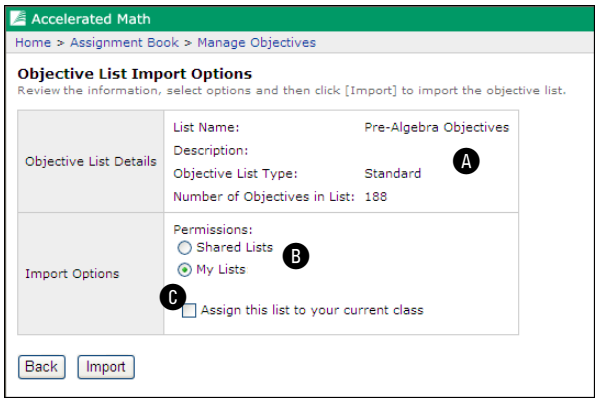
Accelerated Math makes the user who imports a list the owner of that list; if you want to change the owner, edit the list information by following the steps on page 59.

1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. (Group selection doesn't apply to this task.)

3. Click **Manage Objectives** on the left side of the page.
4. Click **Import Objective List**.
5. Click **Browse** or **Choose File** on the next page.
6. In the dialog box that opens, find and select the objective list export file. (The file name will end with .xmldata.) Then, click **Open** or **Choose**.
7. Click **Next >**.
8. Check the objective list details to make sure this is the list you want to import Ⓐ. If you are an administrator, choose whether you want to share the list with others Ⓑ. (For more information about shared lists, see page 43.)

   If you chose the Assignment Book in step 1, you can assign the list you're importing to the class you selected in the Assignment Book by checking the box Ⓒ.

Click **Import** to continue.



If the name of the imported list matches one that's already in your database, *the program will rename the list and show you the new name when it confirms the list has been imported.*

9. Click **Done** when the program tells you the list has been imported.

Exporting Objective Lists

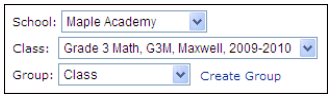
Who Can Do This?

- ☑ District Administrator
- ☑ District Staff
- ☑ School Administrator
- ☑ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

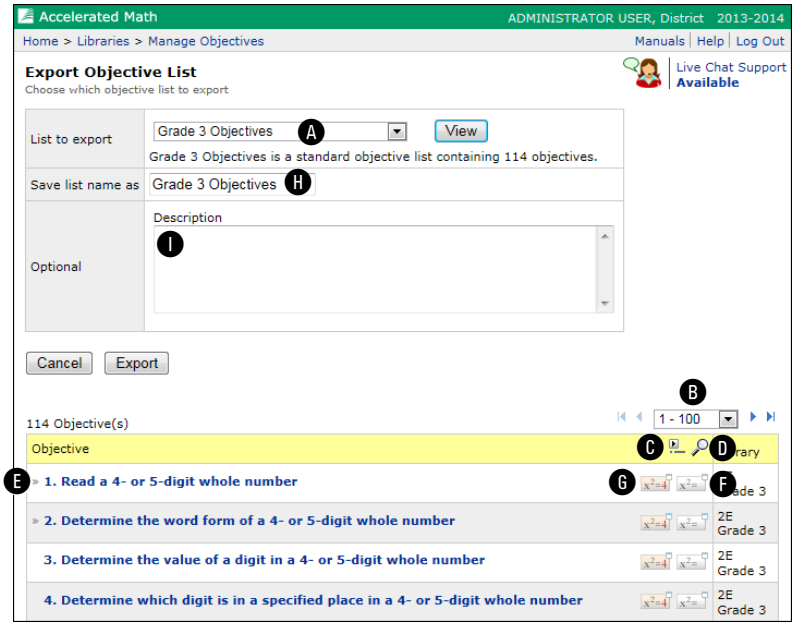
By following the steps below, you can export an objective list so that another school or district can import it. Keep in mind that others who may want to use the list should be using the same libraries that you are using so that when the list is imported, no objectives will be removed.

1. On the Home page, select **Accelerated Math**, then **Libraries**, **Assignment Book**, or **Extended Response**.
2. Select your school and class from the drop-down lists if necessary. If you are using groups, select the group whose objective list you want to export.



3. Click **Manage Objectives** on the left side of the page.
4. Click **Export Objective List**.

5. Choose the list that you want to export from the first drop-down menu Ⓐ. If you want to see the objectives in that list, click **View**. While viewing the list, you will have the options described below.



Ⓑ You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

Ⓒ Click this arrow to show the standards related to an objective. The standards will appear below the description of each objective in the list. (Objectives that are related to your standards are also shown in bold text.)

Ⓓ To search for specific objectives, click the magnifying glass, enter key terms, and click **Search**. Only the objectives that match your search will be listed. To see the full list again, click **Show All** under "Library."

Ⓔ Objectives marked with a double arrow are core objectives.

Ⓕ Click this icon to see sample problems from an objective.

Ⓖ If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

6. Enter the name that you want to give the exported list Ⓗ. (It doesn't need to match the original name.)
7. Enter a description Ⓘ if it will be helpful to the person importing the list. The description will only be available during import; it won't be visible elsewhere in Accelerated Math.
8. Click **Export**.
9. When the program finishes exporting the list, click **Download** Ⓙ. Save the list to the location you prefer, and note the file name and location.

Deleting Objective Lists

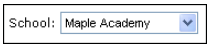
Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

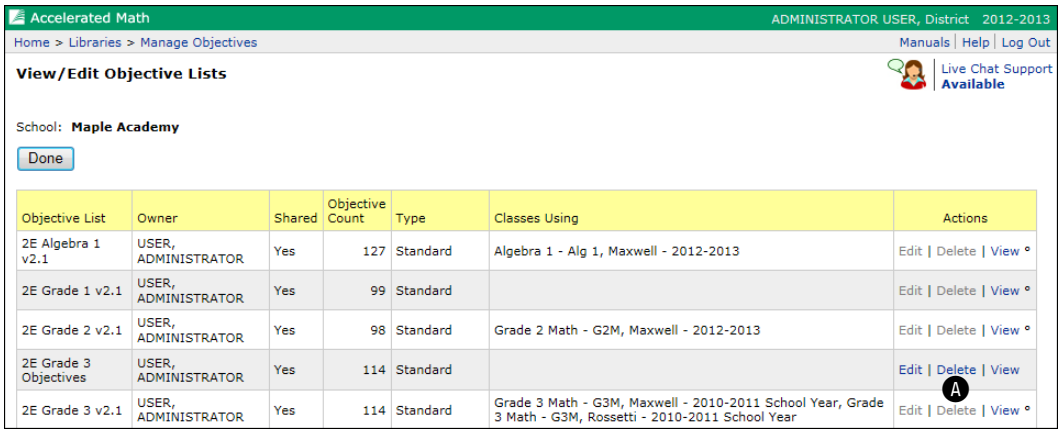
Learn more about capabilities on page 236.

You can delete lists that are not being used by any class.

1. On the Home page, select **Accelerated Math**, then **Libraries**.
2. Select your school from the drop-down list if necessary.



3. Click **Manage Objectives** on the left side of the page.
4. Click **View/Edit Lists** on the left side of the page.
5. Click **Delete** in the row for the list you want to delete Ⓐ. This link is not available in the following situations:
   - for objective lists that are being used by classes (including groups within the classes)
   - for standard library lists (marked with the ° symbol after the View link on this page)
   - for teachers, the link is not available for shared lists owned by administrators
   - for school administrators, the link is not available for shared lists owned by the district administrator


Accelerated Math
ADMINISTRATOR USER, District 2012-2013
Home > Libraries > Manage Objectives
Manuals | Help | Log Out
View/Edit Objective Lists
Live Chat Support Available
School: Maple Academy
Done
Objective List | Owner | Shared | Objective Count | Type | Classes Using | Actions
2E Algebra 1 v2.1 | USER, ADMINISTRATOR | Yes | 127 | Standard | Algebra 1 - Alg 1, Maxwell - 2012-2013 | Edit | Delete | View °
2E Grade 1 v2.1 | USER, ADMINISTRATOR | Yes | 99 | Standard | | Edit | Delete | View °
2E Grade 2 v2.1 | USER, ADMINISTRATOR | Yes | 98 | Standard | Grade 2 Math - G2M, Maxwell - 2012-2013 | Edit | Delete | View °
2E Grade 3 Objectives | USER, ADMINISTRATOR | Yes | 114 | Standard | | Edit | Delete | View
2E Grade 3 v2.1 | USER, ADMINISTRATOR | Yes | 114 | Standard | Grade 3 Math - G3M, Maxwell - 2010-2011 School Year, Grade 3 Math - G3M, Rossetti - 2010-2011 School Year | Edit | Delete | View °
A

6. Click **OK** to confirm that you want to delete the list.
7. Click **Done**.

Introduction to the Assignment Book

The Assignment Book is where you assign most student work and monitor student progress. This chapter introduces you to the Assignment Book.

How Students Master Objectives in the Assignment Book

1. The teacher assigns objectives to students in a class or group. See page 14.
2. The teacher generates practices (page 110) or exercises (page 112) for the students. The status of the objectives on these assignments changes to *Working* (two green arrows ⏩).
3. The students finish the practices or exercises.
4. Students complete online assignments (see page 90), or they score paper assignments by doing one of the following:
   - selecting their answers in the software (see page 132)
   - scanning cards (see page 127)
   - entering their answers using the Responder or NEO 2 (see page 129)

   Teachers can also score paper assignments manually in Accelerated Math (see page 135).

   The status of the objectives depends on how many problems the students answered correctly (see Mastery Criteria on page 73). If students need more practice, the status is *Ready to Work* (one green arrow ▶); if they answered most or all problems correctly, the status is *Ready to Test* (one yellow arrow ▶).
5. When a student is ready to test, the teacher generates the test (see page 115), and the objective's status changes to *Testing* (two yellow arrows ⏩).
6. The student completes the test and it is scored.
7. If the student needs to try again, the objective status changes back to *Ready to Test*. If the student answered most or all problems correctly, the status is *Mastered* (✔). (The mastery criteria determine when students have mastered the objective; see page 73.)
8. Two weeks after a student masters an objective, Accelerated Math starts including review problems on practices. The mastery criteria determine when a student has answered enough review problems correctly; at that point, the status changes to *Reviewed* (▣), and the student's practices and tests will not include any more problems from the objective.

Intervene: *If the status of an objective changes to Intervene, the student needs more help with the objective; see page 71.*

Scoring Preference: *The Scoring preference for each class determines which assignments students can score themselves or which they can complete using the Responder or NEO 2. See page 233.*

Viewing the Assignment Book for a Class

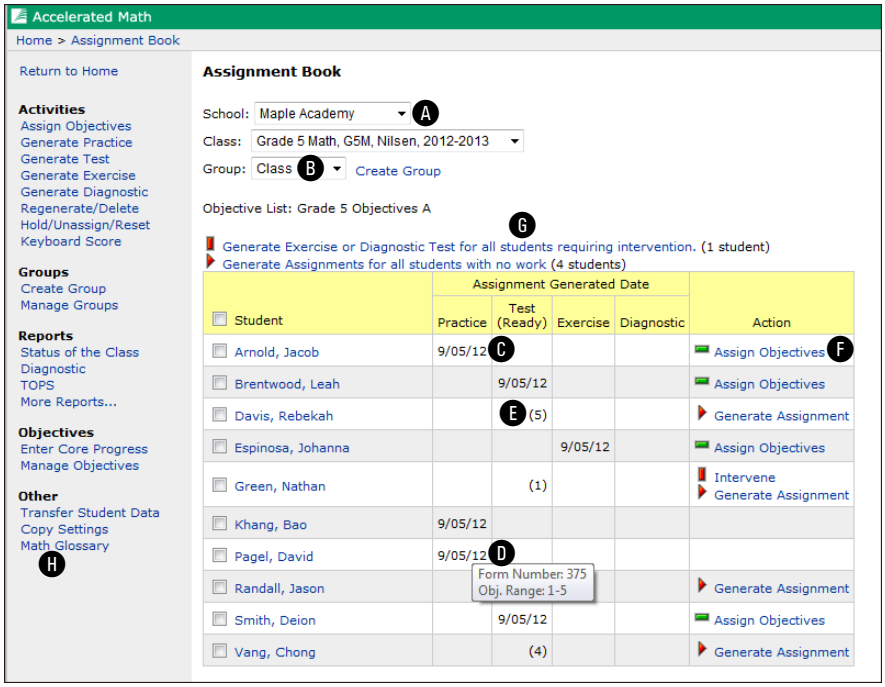
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Each class has its own Assignment Book. In the Assignment Book, teachers choose an objective list (see page 12), assign objectives, generate and score assignments, and monitor student work. Follow these steps to view a class Assignment Book:

1. On the Home page, select **Accelerated Math**, then **Assignment Book**.
2. If necessary, select your school and class from the drop-down lists Ⓐ If you are using groups (see page 158), you can also choose a group.



***If the Enter Core Progress link is available in the Assignment Book or on the Libraries page**, click it to go to a research-based progression of knowledge and skills that helps you identify knowledge gaps, differentiate instruction, and determine next steps.*

Ⓐ Use these drop-down lists to choose the school and class.

Ⓑ If you have set up groups within your class (see page 158), use the **Group** drop-down list to choose a specific group or the entire class. You can also choose **Class Overview** to see an overview of current student work for the class and groups.

Ⓒ The dates show when outstanding (unscored) practices, tests, exercises, and diagnostic tests were generated. Dates are bold when the assignment was generated more than 3 school days ago.

Ⓓ Move the mouse over a date to see the included objectives and the form number (paper assignments) or "online."

Ⓔ A number in parentheses shows how many objectives students are ready to test on.

Ⓕ The Action column shows which students need objectives assigned, which need assignments generated, and which need intervention because they're having difficulties. Click the message to start the action.

Ⓖ If students need assignments generated, or if they have objectives marked *Intervene*, you can click one of the messages above the table of students to generate assignments for multiple students.

Ⓗ The left column lists the tasks you can do. Some require you to check the boxes next

How Students Start Working (Assigning Objectives and Generating Assignments)

Before you can generate assignments, you need to assign objectives to the students that need the assignments. For the steps, see page 14.

Once you have assigned the objectives, you can generate assignments:

- To generate online assignments, see page 79.
- To generate paper assignments, see page 109.

Assignment Book Symbols

These symbols appear on the pages where you assign objectives, generate assignments, and monitor student progress:

Symbol	Name	What It Means
	Assigned	The objective is assigned to the student(s), but no assignment has been generated for this objective.
	Ready to Work (green)	The student has completed and scored at least one practice or exercise that includes the objective. However, the student hasn't met the practice mastery criteria (see page 73). The student needs a new practice or exercise that includes the objective. The student is not ready to test.
	Working (green)	The student is working on a practice or exercise that includes the objective. The assignment has not been scored.
	Ready to Test (yellow)	The student has met the practice mastery criteria (see page 73), so he or she is ready to test on this objective. A test has not yet been generated.
	Testing (yellow)	The student is working on a test that includes this objective. The test has not been scored.
	Mastered	The student has met the test mastery criteria (see page 73) and has mastered the objective. Two weeks after the student masters the objective, review problems will begin appearing on the student's practices.
	Intervene	The student has worked many problems for an objective without progressing. This symbol means the student needs more help. For more information, see page 71.

Objectives status carries over between the class and groups.
If you are using groups (see page 158), and some of the same objectives are assigned in the class and a group or in multiple groups, objectives mastered in one place are shown as mastered in the other.

Symbol	Name	What It Means
	Diagnosing	The student is working on a diagnostic test. Diagnostic tests allow students to master objectives without completing practice mastery requirements first. Teachers can use these tests for objectives that they believe their students already understand well.
	Reviewed	The student has met all mastery requirements for practice, testing, and review. The student has finished the objective. Accelerated Math will no longer include the objective on the student's assignments unless you manually choose it for exercises.
	Hold	The teacher has put the objective on hold (see page 148). To make the objective available again, assign it (see page 14). If the student was already working on the objective when you put it on hold, when you assign it, the objective will return to its previous status. (*Intervene* objectives return to the *Assigned* status.)

Review: *Two weeks after students master objectives, they'll see review problems on their practices. To change the percentage of practice problems that can be review problems, see page 231.*

Intervene

Mastery Criteria and Intervene. *The mastery criteria sets both the number of problems required and the number students must answer correctly. For more information, see page 73.*

The status for an objective changes to *Intervene* ( ) if

- Students work three times the required number of practice problems without meeting the practice mastery criteria (see page 73). Practice problems appear on practices and exercises.
- Students work twice the required number of test problems without meeting the test mastery criteria.
- Students work twice the required number of review problems without meeting the review mastery criteria.

Intervene means the student needs more help with this objective. Accelerated Math will not include the objective on more assignments unless you take action. We recommend that you discuss the objective with your student and re-teach the information if necessary.

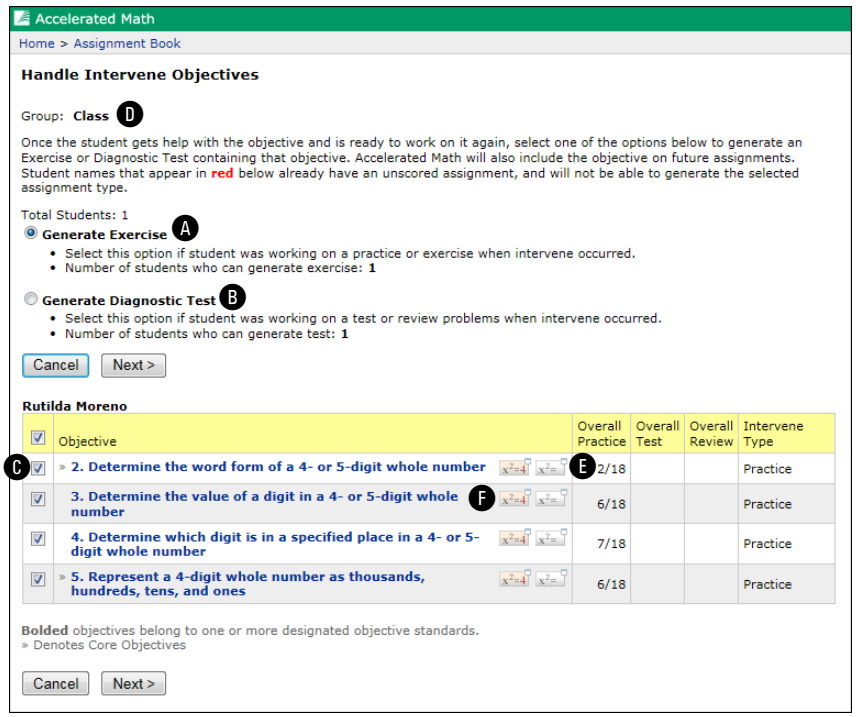
When the student is ready to work on the objective again, click **Intervene** in the Assignment Book and remove the *Intervene* status by doing one of the following:

- If the objective changed to *Intervene* while the student was working on practices or exercises, click **Generate Exercise** on the Intervene page to generate an exercise that includes the objective (Ⓐ on the next page). Then, check the objectives to include in the exercise Ⓒ and click **Next >**. On the next page, choose the assignment format (online or paper) and answer format (assisted-response or free-response), and enter the number of problems to

include per objective; then, click **Generate**. The status of the objective will change to *Working*.

- If the objective changed to *Intervene* while the student was working on tests or review problems, click **Generate Diagnostic** on the Intervene page to generate a diagnostic test that includes the objective (B). Then, check the objectives to include in the diagnostic test (C) and click **Next >**. On the next page, choose the assignment format (online or paper) and answer format; then, click **Generate**. The status of the objective will change to *Diagnosing*.

Accelerated Math will once again monitor the student's progress on the objective, and it will include the objective on future assignments.


Accelerated Math
Home > Assignment Book
Handle Intervene Objectives
Group: Class
D
Once the student gets help with the objective and is ready to work on it again, select one of the options below to generate an Exercise or Diagnostic Test containing that objective. Accelerated Math will also include the objective on future assignments. Student names that appear in red below already have an unscored assignment, and will not be able to generate the selected assignment type.
Total Students: 1
Generate Exercise
A
Select this option if student was working on a practice or exercise when intervene occurred.
Number of students who can generate exercise: 1
Generate Diagnostic Test
B
Select this option if student was working on a test or review problems when intervene occurred.
Number of students who can generate test: 1
Cancel
Next >
Rutilda Moreno
Objective
Overall Practice
Overall Test
Overall Review
Intervene Type
C
» 2. Determine the word form of a 4- or 5-digit whole number
E
2/18
Practice
3. Determine the value of a digit in a 4- or 5-digit whole number
F
6/18
Practice
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
7/18
Practice
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6/18
Practice
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
Cancel
Next >

(A) Choose **Generate Exercise** if the student was working on practices or exercises for the objectives.

(B) Choose **Generate Diagnostic Test** if the student was working on tests for the objectives.

(C) Check the objectives that you want to include in the exercise or test.

(D) Note whether the student is working on the objectives for a specific group or the class.

(E) Click this icon to see sample problems for an objective.

(F) If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Mastery Criteria

Mastery Criteria Defined

Mastery criteria are the requirements students must meet to master the objective. Each objective has three sets of mastery criteria: practice, test, and review.

Use the Objective List Report to see mastery criteria. *The Objective List Report shows you the mastery criteria for each objective that you're using in your Assignment Book. To print the report, see page 203.*

Mastery criteria set how many problems students must complete and how many they must answer correctly to progress from one stage to another. For the steps students follow to master objectives, see page 68.

Type of Mastery Criteria	What It Controls
Practice	The number of practice or exercise problems students must answer correctly to show they are ready for testing.
Test	The number of test problems students must answer correctly to master an objective.
Review	The number of review problems students must answer correctly to complete work on an objective. (Review problems appear on practices starting two weeks after students master an objective.)

Examples: Suppose the practice mastery criteria for objective 1 is "5 correct out of the last 6 problems (minimum)."

- Maria has completed only four problems from the objective, so even if she has answered them all correctly, she can't go on to testing yet. She needs to complete at least six problems from the objective.
- Alex has completed seven problems from the objective. He answered the first four problems and the sixth one correctly, but he answered the fifth and seventh incorrectly. Since he has only answered four of the **last** six problems correctly, he is not yet ready for testing.
- Luis has completed six problems from the objective, and he has answered the last five correctly. His objective is marked *Ready to Test*. The objective can be included on Luis' next test.

To change the mastery criteria for an objective, see the next section.

How to Change the Mastery Criteria for an Objective

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

By changing the mastery criteria, you can decide how many problems students must answer correctly in each of these stages:

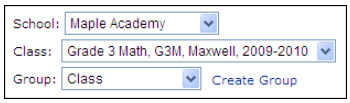
- **Practice mastery criteria** set how students can go from *Ready to Work* and *Working* to *Ready to Test*.
- **Test mastery criteria** set how students can go from *Ready to Test* and *Testing* to *Mastered*.
- **Review mastery criteria** set how students can go from *Mastered* to *Reviewed*.

For more about mastery criteria, see page 73.

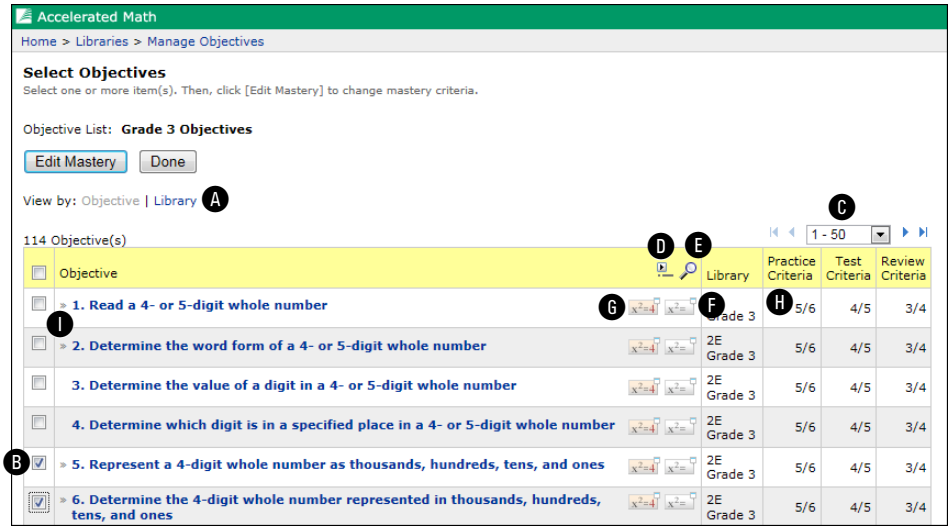
Extended response objectives use passing percentage instead of mastery criteria. *You can change the passing percentage required by changing the Extended Response preference for your class; see page 227.*

The same objective may have different mastery criteria in different objective lists. The Permissions for a list determine who can change its mastery criteria; see page 43.

1. On the Home page, select **Accelerated Math**, then **Assignment Book** or **Libraries**.
2. If you went to the Assignment Book, select the school if necessary. Then, select the class or group that is using the objective list.

   If you want to the Libraries page, select the school if necessary.
3. Click **Manage Objectives** on the left side of the page.
4. If you came through the **Libraries** page, choose the objective list from the drop-down list. Any class or group that is using that objective list will be affected by the changes.
5. Click **Edit Objective Mastery**. (If this link isn't available, you don't have permission to change mastery criteria for this list; see page 43.)
6. On the next page, check the box next to each objective that needs mastery criteria changes. If you choose to change the mastery criteria for entire libraries instead, check the box next to each library that needs changes.



A Click **Library** or **Objective** to choose whether to change mastery criteria for an entire library or individual objectives.

B Check these boxes to choose the objectives or libraries that need mastery criteria changes. To select all objectives that are listed on the page you're viewing, check the box next to **Objective** at the top of the list.

C You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

D Click this arrow to see the standards related to each objective. (Objectives in bold text are related to your standards.)

E Click the magnifying glass to search for specific objectives. Then, enter key terms in the window that opens and click **Search**. The objectives that matched your search will be listed. To see all the objectives again, click **Show All** under "Library."

F Click this icon to see sample problems from the objective.

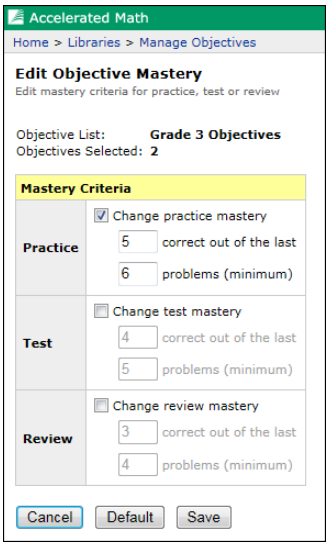
G If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

H Note that this page shows the current mastery criteria for each objective. For more about mastery criteria, see page 73.

I Objectives marked with a double arrow are core objectives.

Whose mastery criteria am I changing? *Your changes affect any class or group that is using the objective list. However, they don't affect classes or groups that are using other lists, even if they're using the same objectives.*

7. Click **Edit Mastery**.
8. Check the box next to each type of criteria that you want to change. Then, enter the new numbers for the criteria. If you prefer to go back to the original (default) criteria for this objective, click **Default**.
9. Click **Save**.
10. If you want to change the mastery criteria for other objectives or libraries, repeat steps 6 through 9. If you have finished, click **Done**.



Viewing a Sample Problem or Worked Example for an Objective

Who Can Do This?

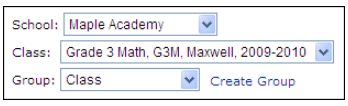
- ☑ District Administrator
- ☑ District Staff
- ☑ School Administrator
- ☑ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

By following the steps below, you can view a sample problem or a worked example for one objective. (Some objectives don't have worked examples available.) Sample problems do not include the answer; the problems are shown just as your students would see them. Worked examples show the steps in solving a problem and the answer. If Renaissance Home Connect is available for your school, students can also view worked examples in Renaissance Home Connect (see page 171).

Another way to see sample problems for each objective is to view or print the *Library Guide* for a library. See page 40.

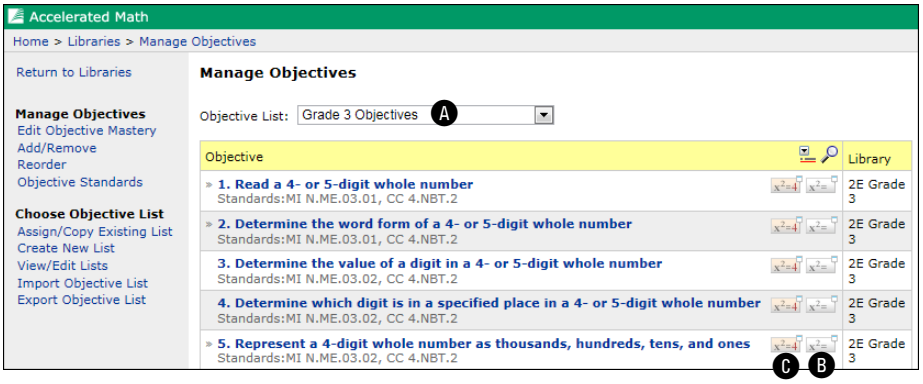
1. On the Home page, select **Accelerated Math**, then **Assignment Book** or **Libraries.**
2. Select the school from the **School** drop-down list if necessary.
3. If you went to the Assignment Book, select the class from the **Class** drop-down list if necessary. If you are using groups (see page 158), select the group as well.



4. Click **Manage Objectives** on the left side of the page.

You can also see sample problems when you choose the objectives for exercises or diagnostic tests, assign objectives, put objectives on hold, or reset or unassign objectives. *In the list of objectives on these pages, click the icons next to the objective description to view sample problems or worked examples (if available).*

5. If you came from the Libraries page, choose the objective list from the drop-down list Ⓐ. If you came from the Assignment Book, you can select a different group.
6. Scroll down the page to look through the list. When you find the objective that you are interested in, click Ⓑ to view a sample problem or Ⓒ to see a worked example. (Worked examples are only available if your subscription includes access to them; not all objectives have worked examples.)


Accelerated Math
Home > Libraries > Manage Objectives
Return to Libraries
Manage Objectives
Edit Objective Mastery
Add/Remove
Reorder
Objective Standards
Choose Objective List
Assign/Copy Existing List
Create New List
View/Edit Lists
Import Objective List
Export Objective List
Manage Objectives
Objective List: Grade 3 Objectives
A
Objective
Library
1. Read a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
2E Grade 3
2. Determine the word form of a 4- or 5-digit whole number
Standards:MI N.ME.03.01, CC 4.NBT.2
2E Grade 3
3. Determine the value of a digit in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
2E Grade 3
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
Standards:MI N.ME.03.02, CC 4.NBT.2
2E Grade 3
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
Standards:MI N.ME.03.02, CC 4.NBT.2
2E Grade 3
C
B

7. The sample problem or worked example will open in a separate window. You may need to scroll to see all of it.

   To print a sample problem, print the web page.

   To print a worked example, use the Adobe Reader buttons within the window. (On Macintosh computers that don't have Adobe Reader, right-click in the worked example window and choose **Print Frame**.)

Copying Settings from One Class to Another

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

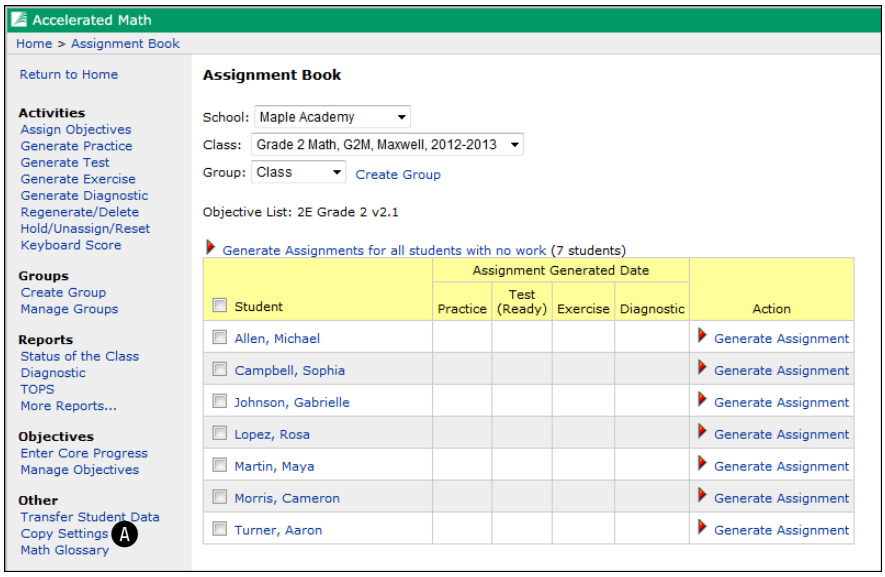
You can copy these settings from one class to another:

- The selected objective lists for the Assignment Book and Extended Response page
- The class preference settings (see page 226)
- Groups

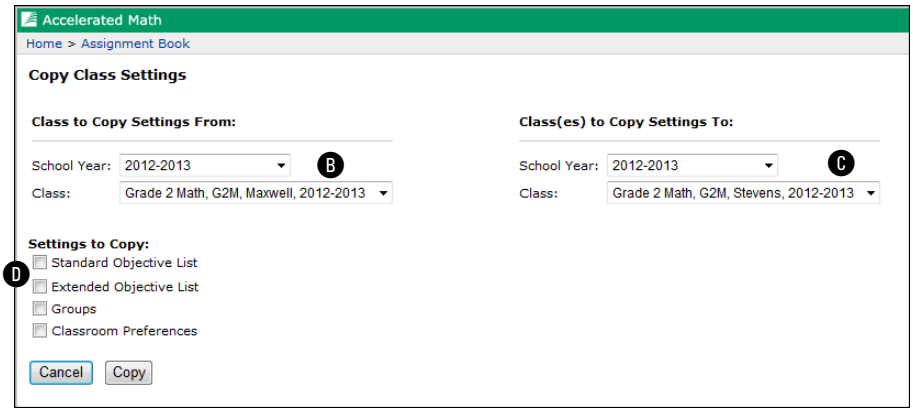
This can save you time if you want all your classes to use the same objectives, preference settings, and/or groups.

1. View the Assignment Book (see page 69). (You don't need to choose the class.)

2. Click **Copy Settings** Ⓐ.



3. Use the first set of drop-down lists to choose the school year, then the class you want to copy settings *from* Ⓑ. It's important to choose the school year first since classes are different in different school years.
4. Use the second set of drop-down lists to choose the school year and class that you want to copy the settings *to* Ⓒ.
5. Check the box for each item that you want to copy Ⓓ. You can copy the Standard objective list for the Assignment Book, the Extended Response objective list, the classroom preferences, and/or the groups you've created for the class.
6. Click **Copy**.



Working with Online Assignments

Generating Online Assignments

Generating Online Practices

Who Can Do This?

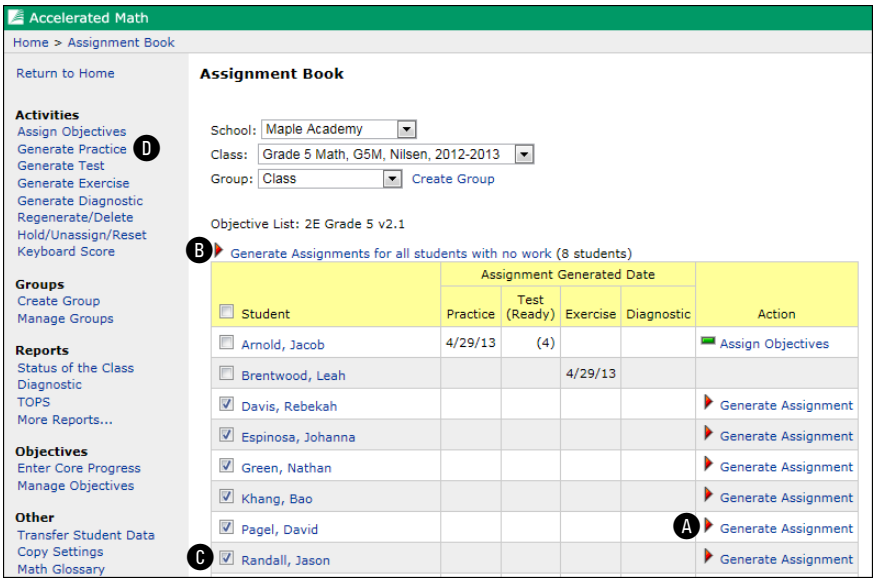
☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Once you have assigned objectives to students in the Assignment Book, you can generate practices.

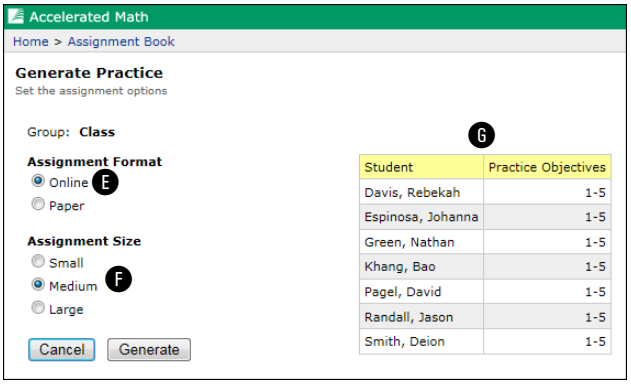
When you generate a practice, Accelerated Math chooses the objectives to include from those that are at the *Assigned* (▬) or *Ready to Work* (▶) stage. Practices have assisted-response (multiple-choice) problems. They reinforce what the student has learned about the objective. Since they are individualized, practices encourage cooperative learning among students.

1. View the Assignment Book for the class or group that needs practices. See page 69.
2. Do ***one*** of the following:
   - To generate a practice for one student who needs work, click **Generate Assignment** in the row for that student (Ⓐ on the next page). On the page that appears next, click the **Practice** option and click **Next >**.
   - To generate a practice for all students in the class or group who have no work, click **Generate Assignments for all students with no work** above the list of students Ⓑ. On the page that opens next, click the **Practice** option and click **Next >**.
   - If you want to choose specific students to generate practices for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to **Student** at the top of the column. Then, click **Generate Practice** on the left side of the page Ⓓ.



3. On the next page, under Assignment Format, click **Online** E.

4. Note the available practice objectives on the right side of the page; then, click the assignment size that you want to generate.



F Small assignments should take students about 10 minutes to complete, medium about 20 minutes, and large about 30 minutes. The Practice preference sets the sizes; see page 231.

G These are the objectives each student can practice. If any students have an outstanding (unscored) practice, the practice won't be generated for them.

5. Click **Generate**.

6. The online assignments will be generated immediately, and you will return to the Assignment Book.

Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments. See page 147.*

Preferences that affect practices:

- ***Practice preference:*** *Sets the practice sizes and the default size, the percentage of review problems, and whether objectives may be automatically assigned.*
- ***Scoring preference:*** *Sets whether the students' next practice generates automatically.*

Generating Online Exercises

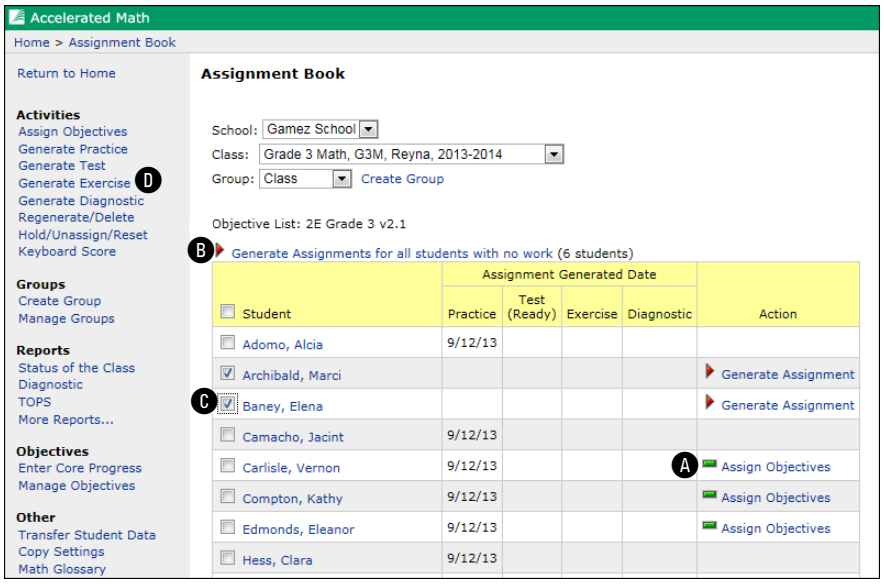
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Use exercises in class to reinforce daily lessons, or use them to provide more practice on specific objectives.

1. View the Assignment Book for the class or group that needs exercises. See page 69.
2. Do ***one*** of the following:
   - To generate an exercise for one student who needs work, click **Generate Assignment** in the row for that student Ⓐ. On the page that opens next, click the **Exercise** option and click **Next >**.
   - To generate an exercise for all students in the class or group who have no work, click **Generate Assignments for all students with no work** above the student list Ⓑ. On the page that opens next, click the **Exercise** option and click **Next >**.
   - If you want to choose specific students to generate exercises for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Exercise** on the left side of the page Ⓓ.



3. In the **Assignment Format** drop-down list, make sure **Online** is selected Ⓔ.

   The Answer Format drop-down list will be unavailable because online assignments are assisted-response only.
4. Enter the number of problems to include from each objective on the exercise Ⓕ.

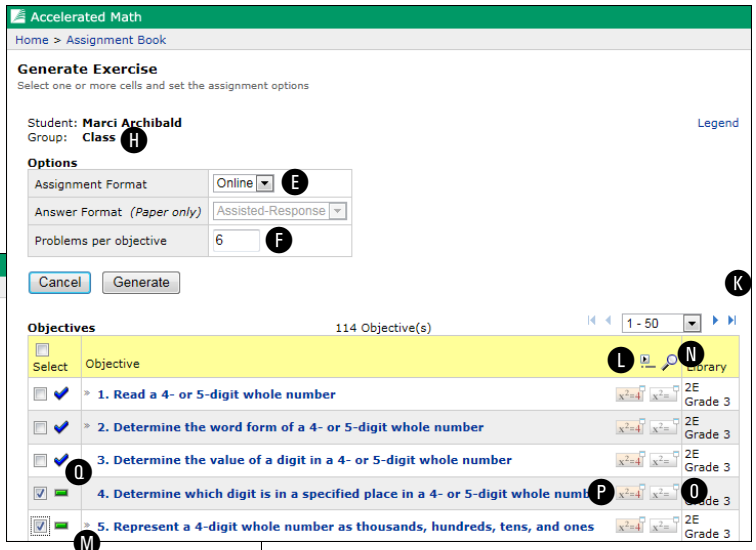
Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.* *See page 147.*

5. If you are generating the assignment for more than one student, click the **Problem Generation** drop-down list ❻ and choose whether students should get **Identical** assignments or **Individual** (unique) ones.

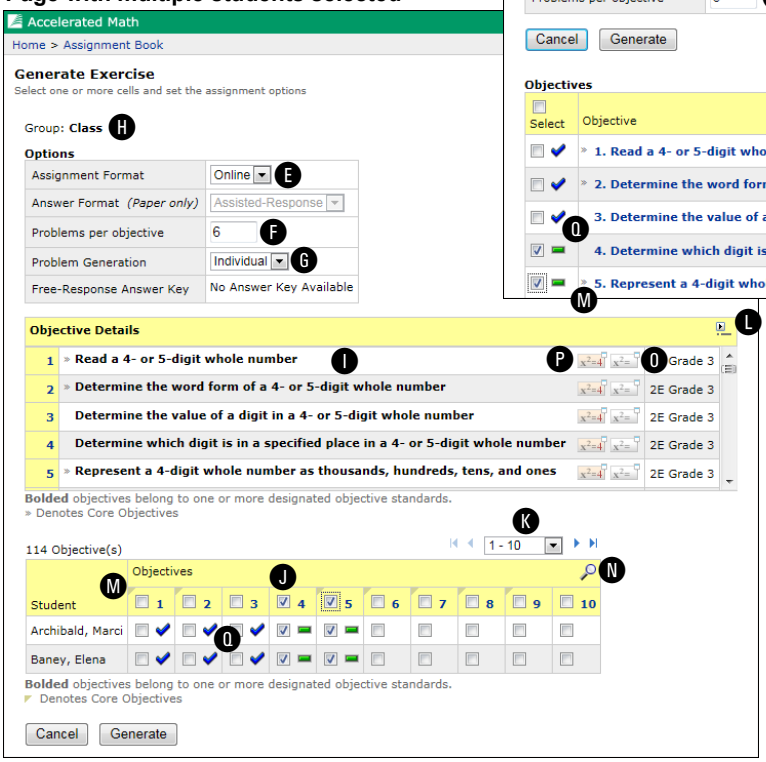
   The Free-Response Answer Key will be unavailable since the assignment is assisted-response.

6. Find the objectives that you want to include on your students' exercises, and check the box next to each of those objectives.

Page with one student selected


Accelerated Math
Home > Assignment Book
Generate Exercise
Select one or more cells and set the assignment options
Student: Marci Archibald
Group: Class
Legend
Options
Assignment Format
Online
Answer Format (Paper only)
Assisted-Response
Problems per objective
6
Cancel
Generate
Objectives
114 Objective(s)
1 - 50
Select
Objective
Library
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole numb
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
2E Grade 3

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Generate Exercise
Select one or more cells and set the assignment options
Group: Class
Options
Assignment Format
Online
Answer Format (Paper only)
Assisted-Response
Problems per objective
6
Problem Generation
Individual
Free-Response Answer Key
No Answer Key Available
Objective Details
1 Read a 4- or 5-digit whole number
2 Determine the word form of a 4- or 5-digit whole number
3 Determine the value of a digit in a 4- or 5-digit whole number
4 Determine which digit is in a specified place in a 4- or 5-digit whole number
5 Represent a 4-digit whole number as thousands, hundreds, tens, and ones
Grade 3
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
Student
Archibald, Marci
Baney, Elena
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Cancel
Generate

- **H** Note the group for which you are generating exercises.
- **I** If you chose more than one student, you can scroll through this list to see objective descriptions.
- **J** To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.
- **K** You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
- **L** Click this arrow to show the standards related to objectives. Click it again to hide the standards. (Objectives related to standards are shown in bold text.)
- **M** Objectives marked with a double arrow or a shaded corner next to the number are core objectives.
- **N** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- **O** To see sample problems for an objective, click this icon.
- **P** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- **Q** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

7. Click **Generate**.
8. The online exercise(s) will be generated immediately. You will return to the Assignment Book.

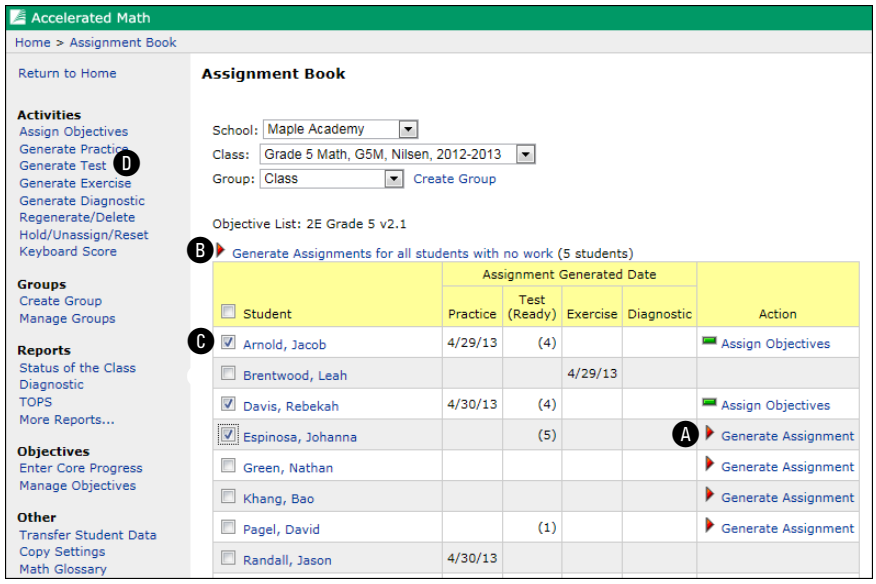
Generating Online Tests

Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

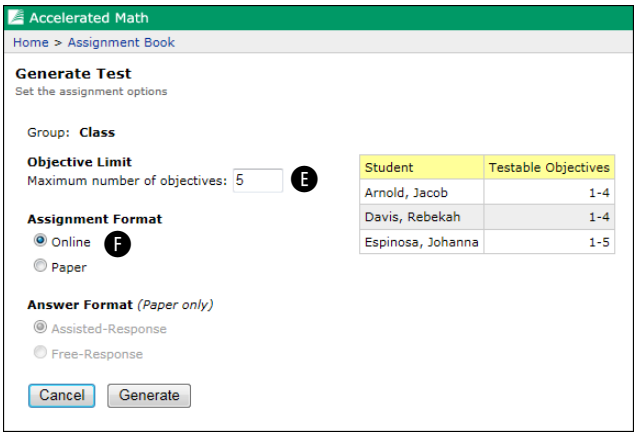
1. View the Assignment Book for the class or group that needs tests. See page 69.
2. Do ***one*** of the following:
   - To generate a test for one student who has no work and at least one objective ready to test, click **Generate Assignment** in the row for that student Ⓐ. On the page that opens next, click the **Test** option and click **Next >**.
   - To generate a test for all students in the class or group with no work who have objectives ready to test, click **Generate Assignments for all students with no work** above the list of students Ⓑ. On the page that opens next, click the **Test** option and click **Next >**.
   - If you want to choose specific students to generate tests for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Test** on the left side of the page Ⓓ.

   The Test column shows you which students have objectives marked *Ready to Test*.



3. Enter the maximum number of objectives that you want to include Ⓔ.
4. Click **Online** for the assignment format Ⓕ.

   Since all online assignments are assisted-response, you don't need to choose the answer format.
5. On the right side of the page, note the objectives for which each student will receive a test. (Students who have no testable objectives won't receive a test.) To continue, click **Generate**.



6. The online test(s) will be generated immediately. You will return to the Assignment Book.

Generating Online Diagnostic Tests

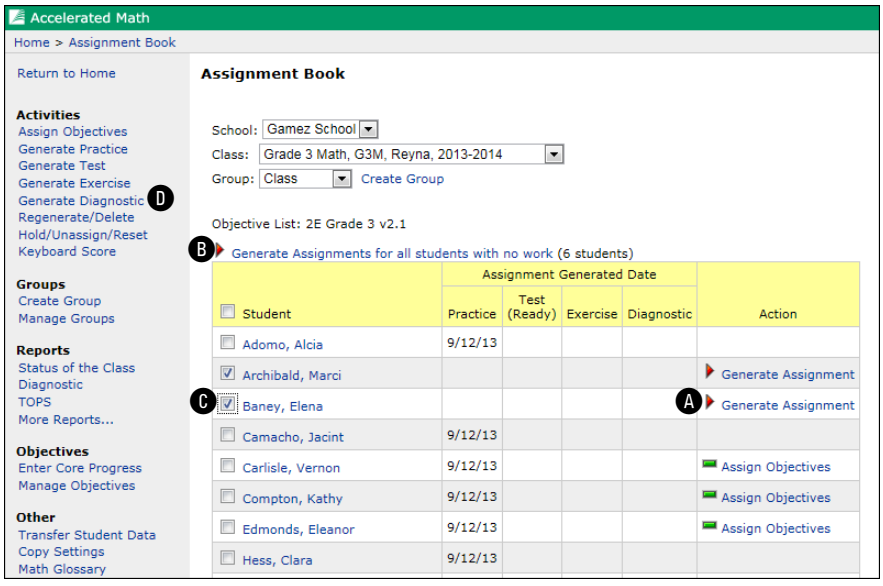
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Use diagnostic tests to test students who haven't met the mastery criteria for an objective that you believe your students can master without practice.

1. View the Assignment Book for the class or group that needs diagnostic tests. See page 69.
2. Do ***one*** of the following:
   - To generate a diagnostic test for one student with no work, click **Generate Assignment** in the row for that student Ⓐ. On the page that opens next, click the **Diagnostic** option and click **Next >**.
   - To generate a diagnostic test for all students in the class or group with no work, click **Generate Assignments for all students with no work** Ⓑ above the list of students. On the page that opens next, click the **Diagnostic** option and click **Next >**.
   - If you want to choose specific students to generate diagnostic tests for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Diagnostic** on the left side of the page Ⓓ.



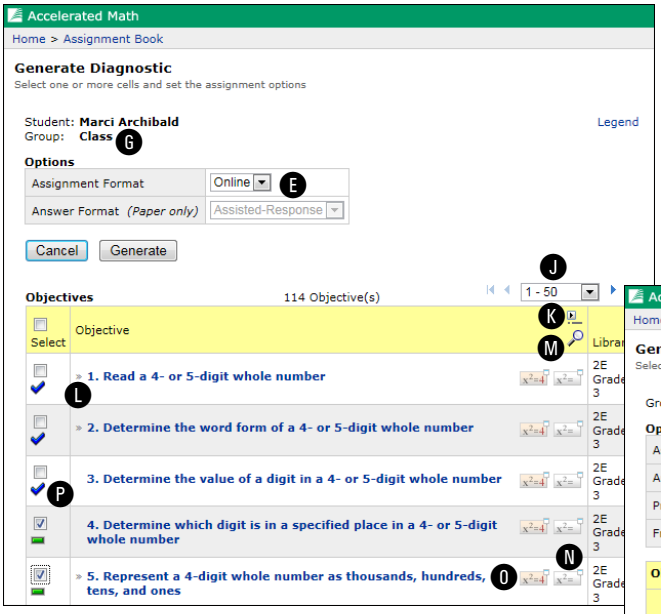
3. In the **Assignment Format** drop-down list, make sure **Online** is selected (Ⓔ on the next page).

   The Answer Format drop-down list will be unavailable because online assignments are assisted-response only.

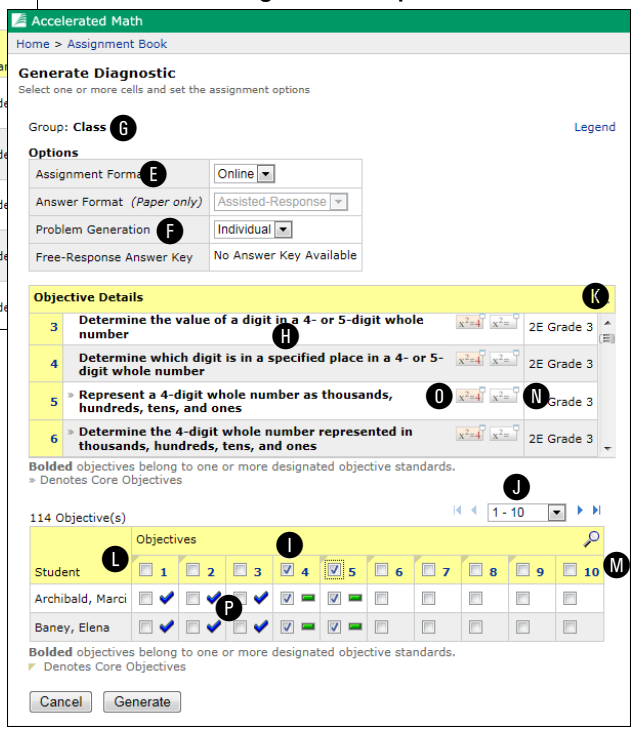
Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.* *See page 147.*

4. If you are generating the assignment for more than one student, click the **Problem Generation** drop-down list Ⓕ and choose whether students should get **Identical** assignments or **Individual** (unique) ones. The Free-Response Answer Key will be unavailable since the assignment is assisted-response.
5. Find the objectives that you want to include on your students' diagnostic tests, and check the box next to each of those objectives. See the next page for more information.
6. Click **Generate**.
7. The online diagnostic test(s) will be generated immediately. You will return to the Assignment Book.

Page with one student selected



Page with multiple students selected


Accelerated Math
Home > Assignment Book
Generate Diagnostic
Select one or more cells and set the assignment options
Group: Class
Legend
Options
Assignment Format
Online
Answer Format (Paper only)
Assisted-Response
Problem Generation
Individual
Free-Response Answer Key
No Answer Key Available
Objective Details
3 Determine the value of a digit in a 4- or 5-digit whole number 2E Grade 3
4 Determine which digit is in a specified place in a 4- or 5-digit whole number 2E Grade 3
5 » Represent a 4-digit whole number as thousands, hundreds, tens, and ones Grade 3
6 » Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones 2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Baney, Elena
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Cancel
Generate
H
I
J
K
L
M
N
O
P

G Note the group for which you are generating diagnostic tests.

H If you chose more than one student, you can scroll through this list to see objective descriptions.

I To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.

J You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

K Click this arrow to show the standards related to objectives. Click it again to hide the standards. (Objectives related to standards are shown in bold text.)

L Objectives marked with a double arrow or a shaded corner next to the number are core objectives.

M To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.

N To see sample problems for an objective, click this icon.

O If this icon is available, click it to see worked examples (the steps required to solve a sample problem).

P The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

How Students Work in the Software

Students log in to the software on a computer or tablet to complete online assignments, review past work, and see resources (including worked examples or the math glossary). (They can also score paper assignments; see page 132.) The following sections explain how students do this.

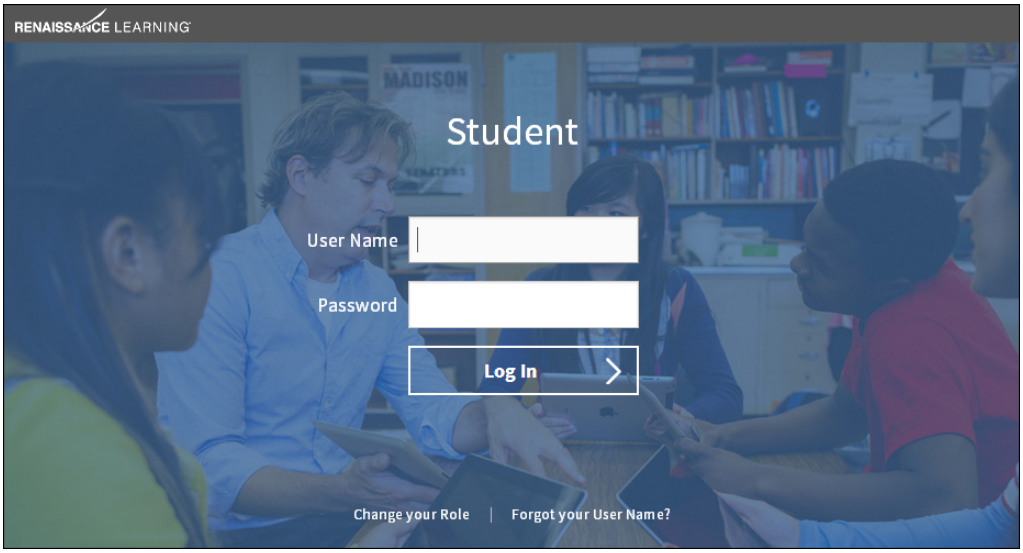
Where to Get Students' User Names and Passwords

Log into Renaissance Place as a Teacher/Administrator. On the Home page, click **Users**. Then, click **View Students**. Enter search criteria (such as a specific class) and click **Search**. In the search results, click the **Passwords** tab. That tab includes each student's user name and password as well as other information.

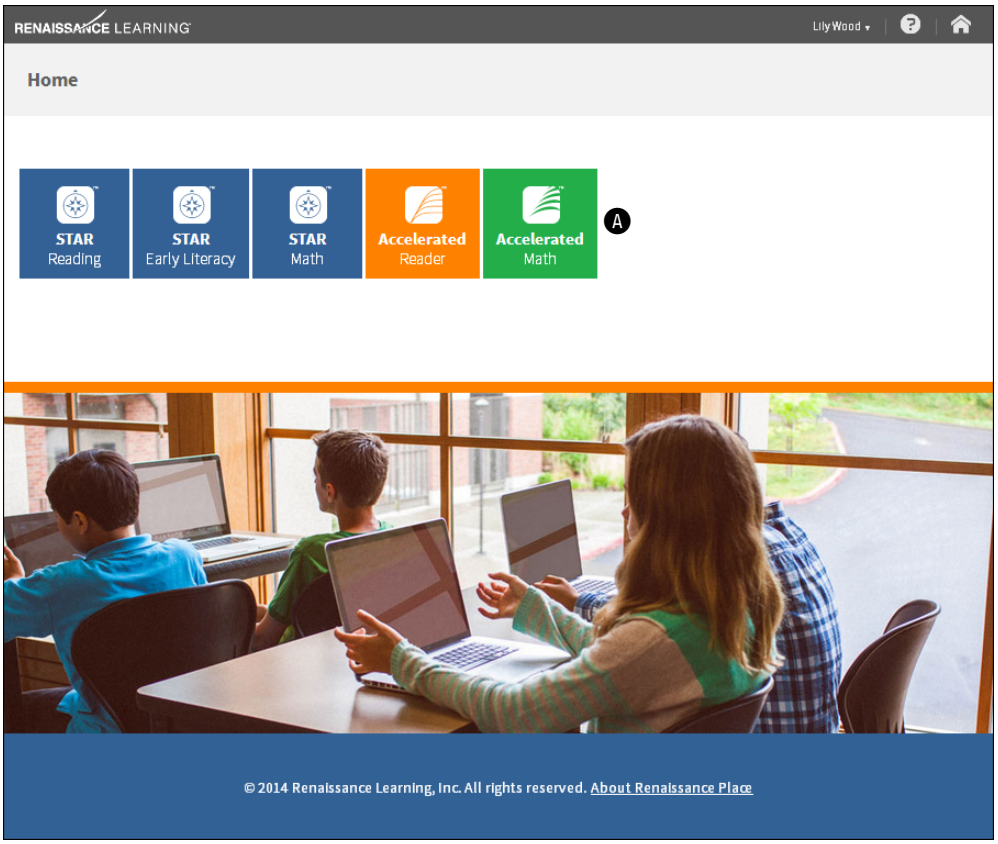
How Students Log In

If you have forgotten your user name, *select* ***Forgot Your User Name?*** *next to the User Name field. You can search for your name and select it to have the user name entered for you. If the link is not available, the administrator has turned it off to make the site more secure.*

1. Start the web browser and go to the Renaissance Place web address.
2. Select **I'm a Student**.
3. Enter your student user name and password. (Make sure you have the correct password; student accounts can be locked if you try to enter the wrong password too many times.)



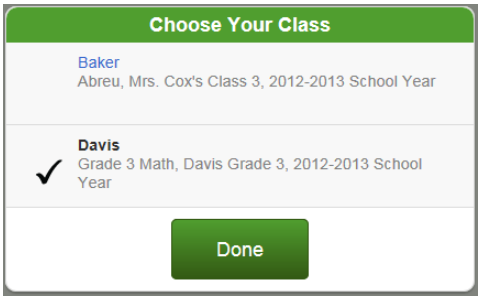
4. Select **Log In** to go to the student Home page.



Completing Online Assignments

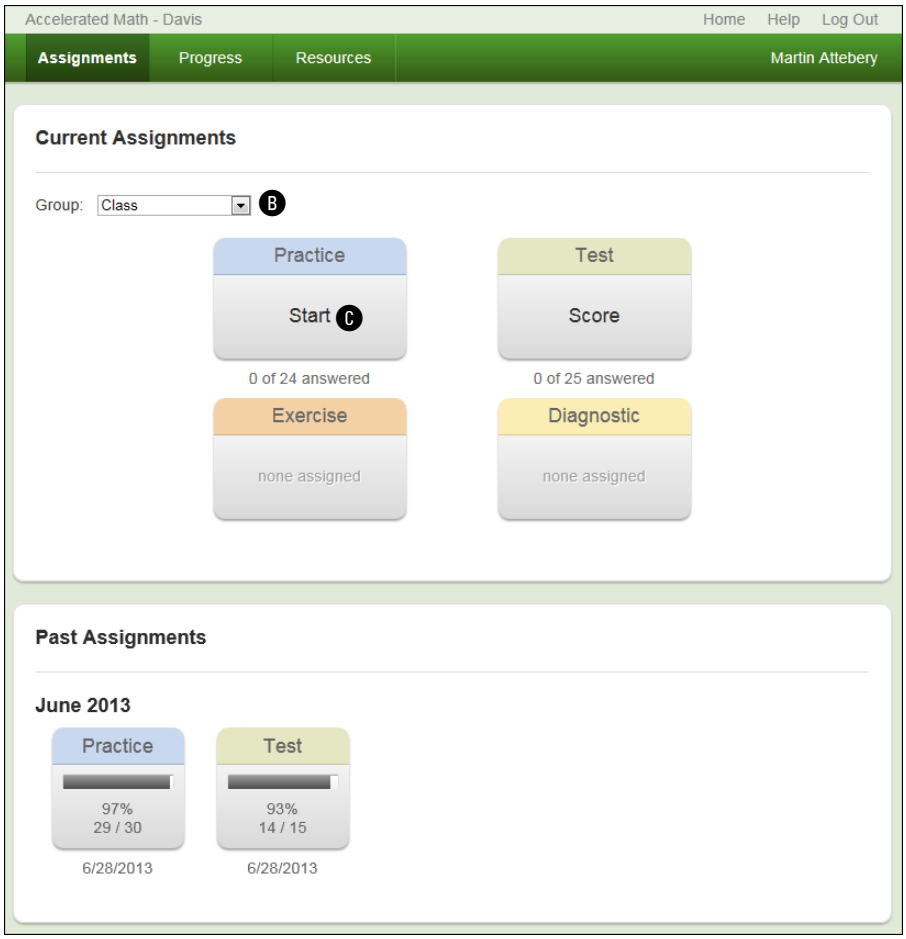
After logging in to Renaissance Place, students follow these steps to complete an assignment:

1. On the student Home page, select **Accelerated Math** (A above).
2. If a Choose Your Class window opens, select the class that you want to do work for. Then, select **Done**.



Students can change the class that they are working in later. *See page 104.*

3. If you see a **Group** drop-down list Ⓑ, use it to choose whether to do work for the class or group.

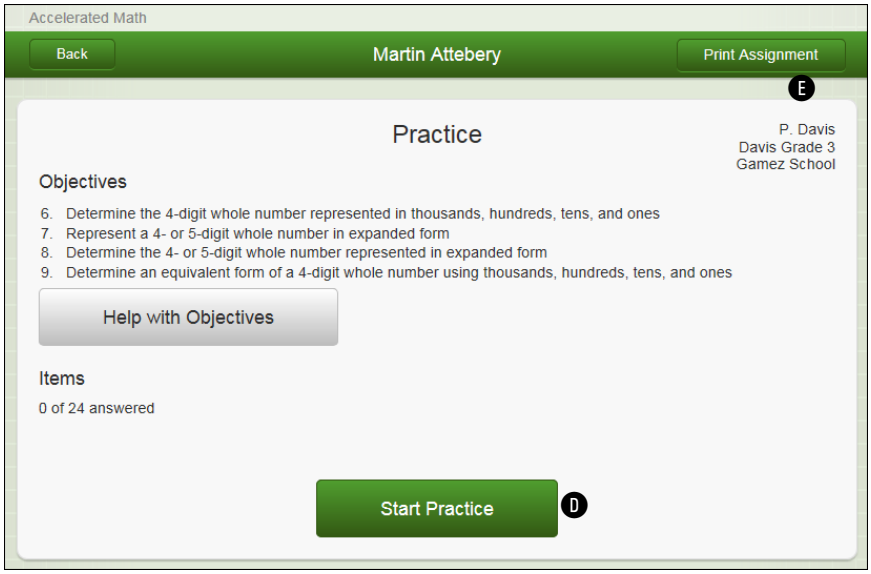


4. Select **Start** Ⓒ for the type of assignment that you want to work on (practice, test, exercise, or diagnostic test).

> ***If you have worked on the assignment before,*** *the button will show "Resume" instead of "Start."*

For practices and exercises, if you would like a printed copy of the assignment, *select* ***Print Assignment*** *in the green bar at the top of the page* Ⓔ*. You still need to complete your assignment online. The Print Assignment button is not available for tests and diagnostic tests.*

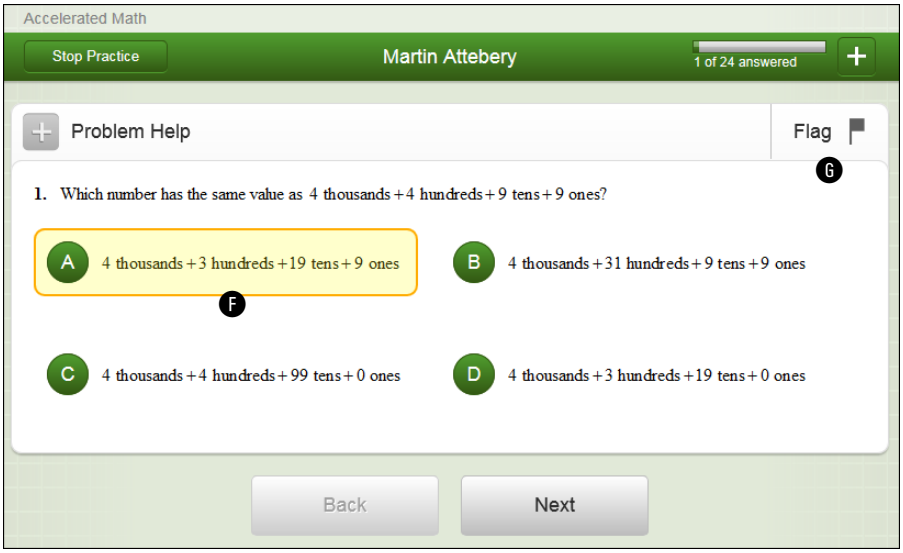
5. To start the assignment, select the green **Start** button Ⓓ.


Accelerated Math
Back
Martin Attebery
Print Assignment
E
Practice
P. Davis
Davis Grade 3
Gamez School
Objectives
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7. Represent a 4- or 5-digit whole number in expanded form
8. Determine the 4- or 5-digit whole number represented in expanded form
9. Determine an equivalent form of a 4-digit whole number using thousands, hundreds, tens, and ones
Help with Objectives
Items
0 of 24 answered
Start Practice
D

You can also select **Help with Objectives** if you want to learn more about the objective before you work on the assignment. This will take you to the Resources (see page 98).

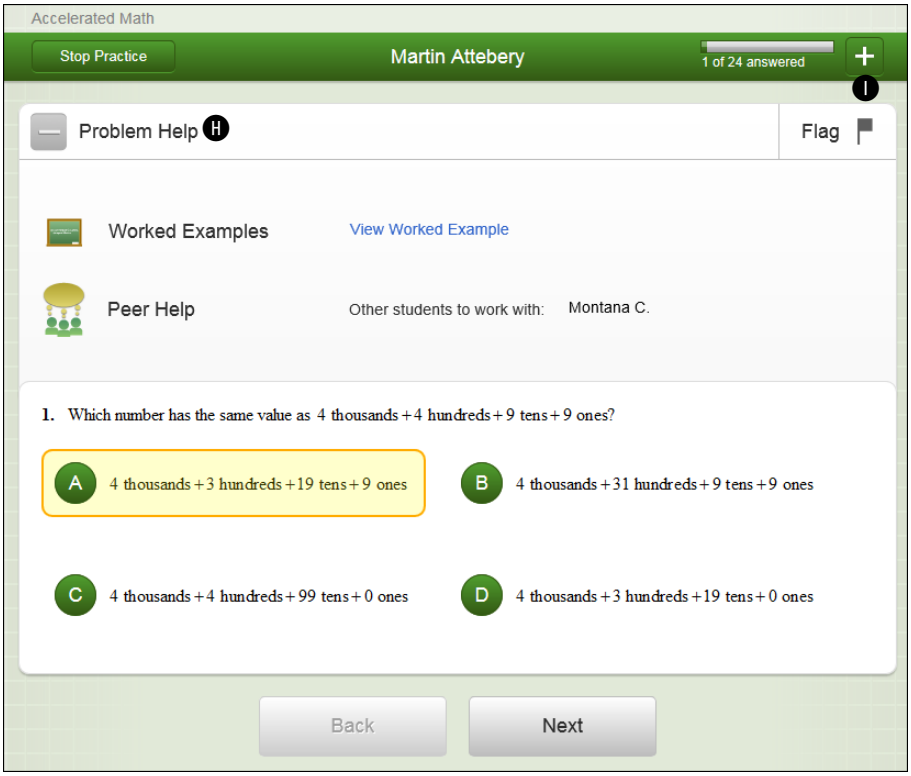
6. You will see the first problem on the assignment. To answer each problem, select an answer, and then select **Next**. When you select an answer, it will be highlighted as shown below Ⓕ.

   If you want to mark this problem because you have a question or you want to come back to it, select **Flag** Ⓖ.

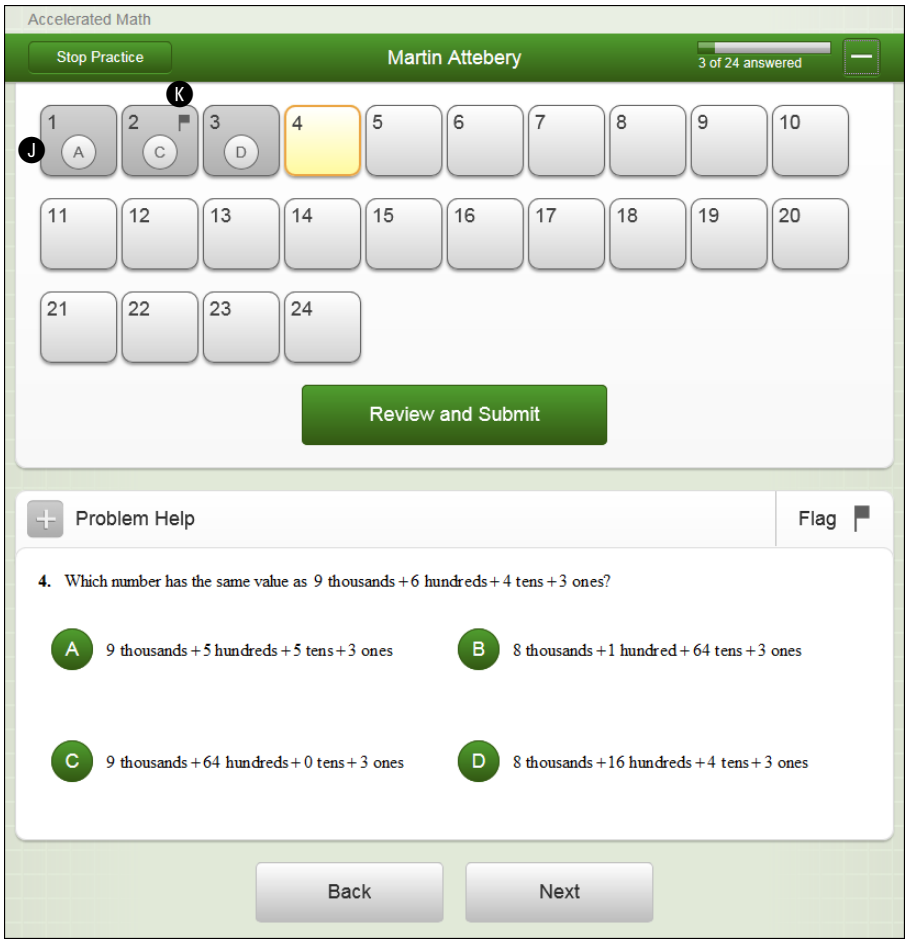

Accelerated Math
Stop Practice
Martin Attebery
1 of 24 answered
Problem Help
Flag
G
1. Which number has the same value as 4 thousands + 4 hundreds + 9 tens + 9 ones?
A 4 thousands + 3 hundreds + 19 tens + 9 ones
F
B 4 thousands + 31 hundreds + 9 tens + 9 ones
C 4 thousands + 4 hundreds + 99 tens + 0 ones
D 4 thousands + 3 hundreds + 19 tens + 0 ones
Back
Next

The Online Resources preference for each class sets whether Peer Help and videos are available. *See page 228.*

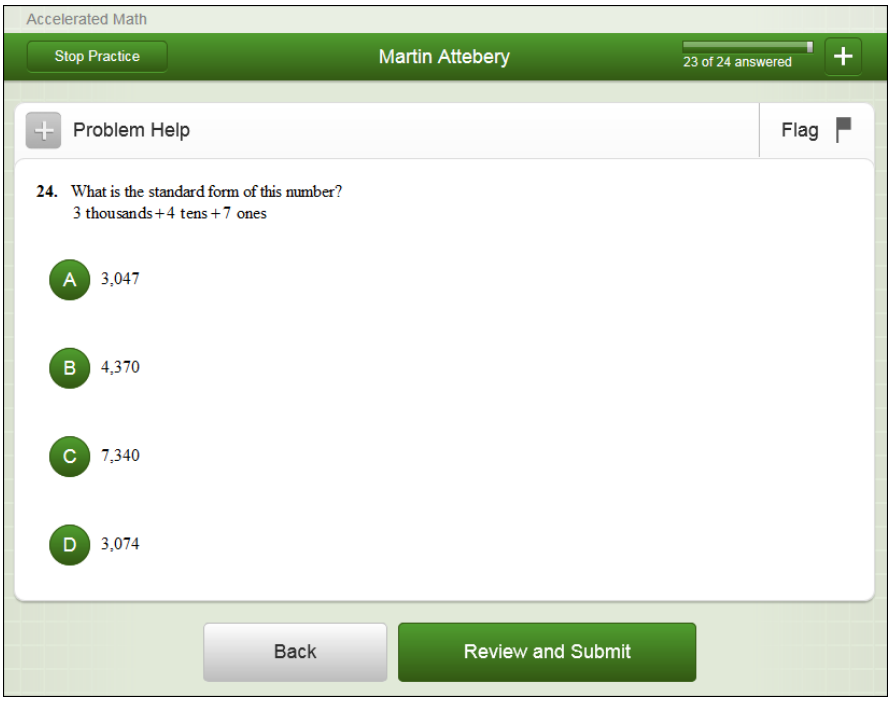
If you need help with a problem, select **Problem Help** or the **+** next to it Ⓗ to open the help that is available for this type of problem. The help that is available depends on the objective or type of problem. In the example below, you could select **View Worked Examples** to see an example of how to solve this type of problem, or you could look at the Peer Help list to see the names of other students who may be able to help with this type of problem.


Accelerated Math
Stop Practice
Martin Attebery
1 of 24 answered
I
Problem Help H
Flag
Worked Examples
View Worked Example
Peer Help
Other students to work with: Montana C.
1. Which number has the same value as 4 thousands + 4 hundreds + 9 tens + 9 ones?
A 4 thousands + 3 hundreds + 19 tens + 9 ones
B 4 thousands + 31 hundreds + 9 tens + 9 ones
C 4 thousands + 4 hundreds + 99 tens + 0 ones
D 4 thousands + 3 hundreds + 19 tens + 0 ones
Back
Next

If you want to see which problems you have answered, select the green **+** (❶ on the previous page). You will see all of the problem numbers in the assignment with the answers you have chosen ❷. The problems you have not answered will be empty. You will also see flags ❸ on the problems you chose to mark. Select any problem that you want to go to.

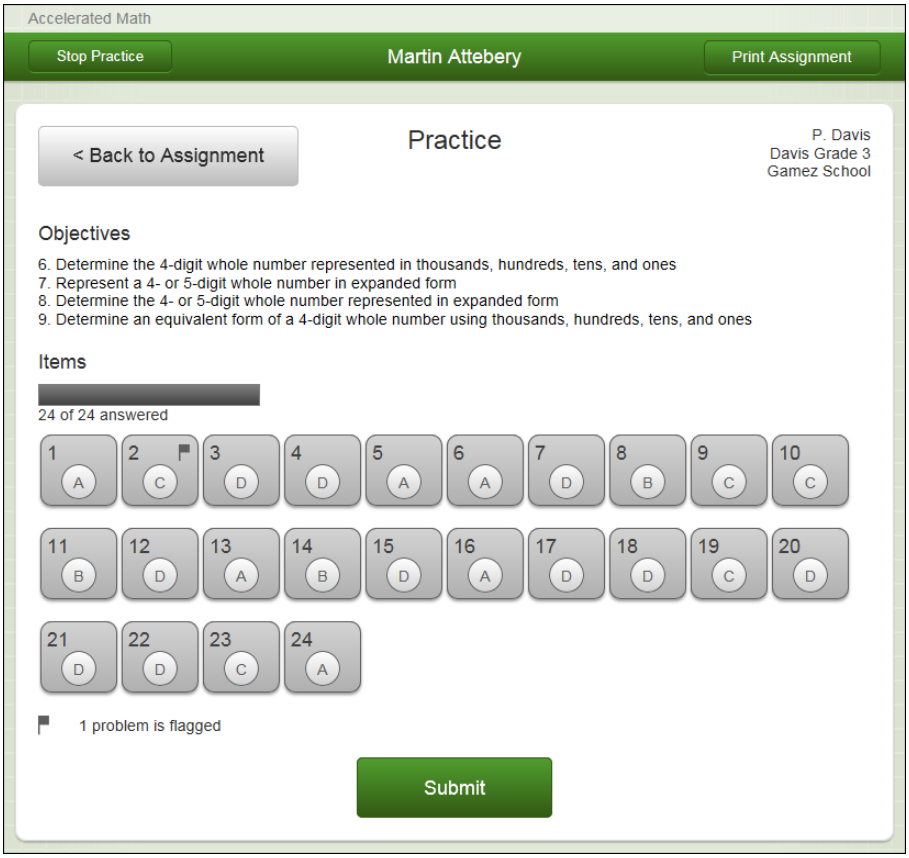


7. When you answer the last question, select **Review and Submit**.



For practices and exercises, if you would like a printed copy of the assignment, *select* ***Print Assignment*** *in the green bar at the top of the page. You still need to complete your assignment online.*

8. You will see all of the problem numbers with the answers you chose and any flags. You can select any problem number to go back to it. If you are done with the assignment, select **Submit**.



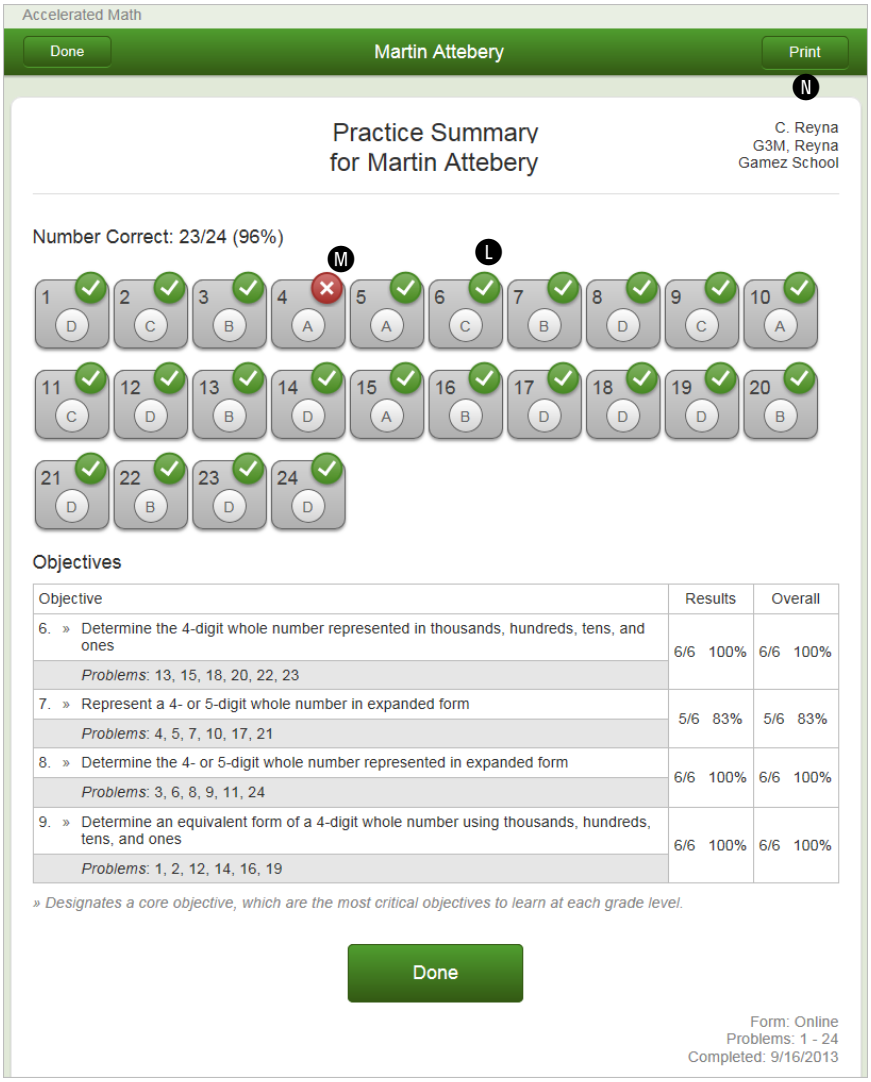
9. The program will ask if you are sure that you want to submit the assignment. You can't make any changes after you submit your work. If you are sure, select **OK**. If not, select **Cancel** to go back to the problem numbers.

10. After you submit the assignment, you will see:

- All of the problem numbers with your answers. Correct answers will have a green check mark Ⓛ; incorrect answers will have a red X Ⓜ. Select a problem number to see that problem again.
- A list of the objectives on the assignment and your score for this assignment and overall.

If you want a printed copy of the summary, select **Print** Ⓝ, then select your printer. (The printed copy may also include the correct answers to missed questions and a signature line for parents; teachers set this in the TOPS Report and Online Review preference—see page 234.)

When you are done reviewing the summary, select **Done**. You will go back to the Assignments page.



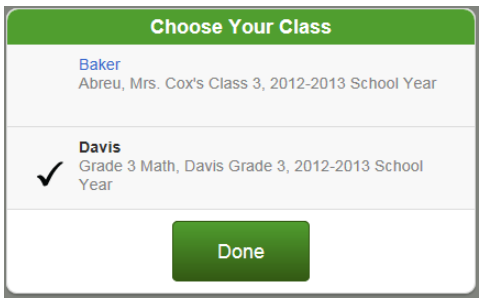
11. If you are done working in the software, select **Log Out** in the top-right corner of the Assignments page.

Using the Resources

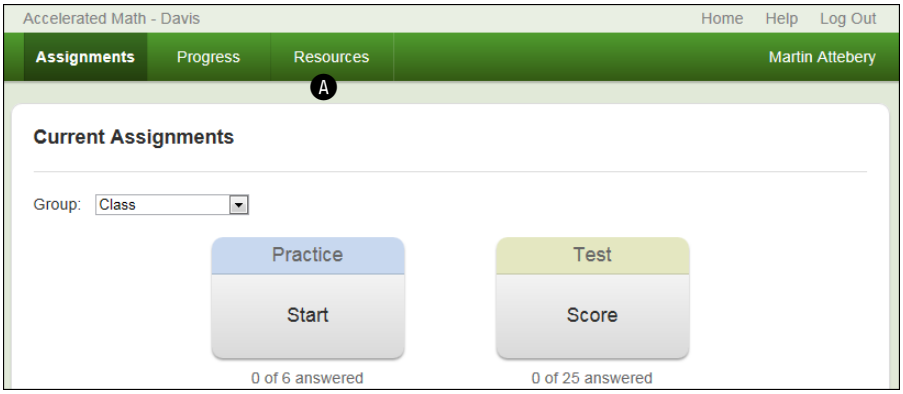
Going to the Resources

When students log in and work in the Accelerated Math software on a computer or tablet, they can access resources to help them learn more about their objectives. Students follow these steps:

1. On the student Home, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to do work for. Then, select **Done**.



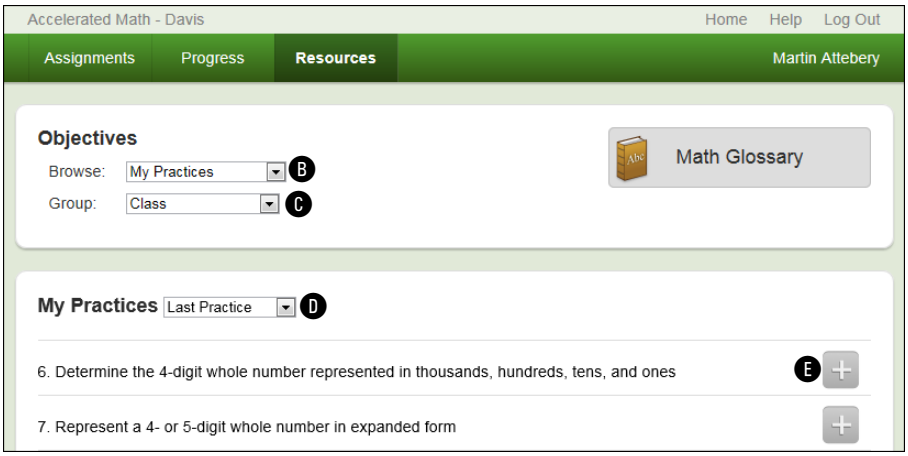
3. Select **Resources** Ⓐ in the green bar at the top of the page.



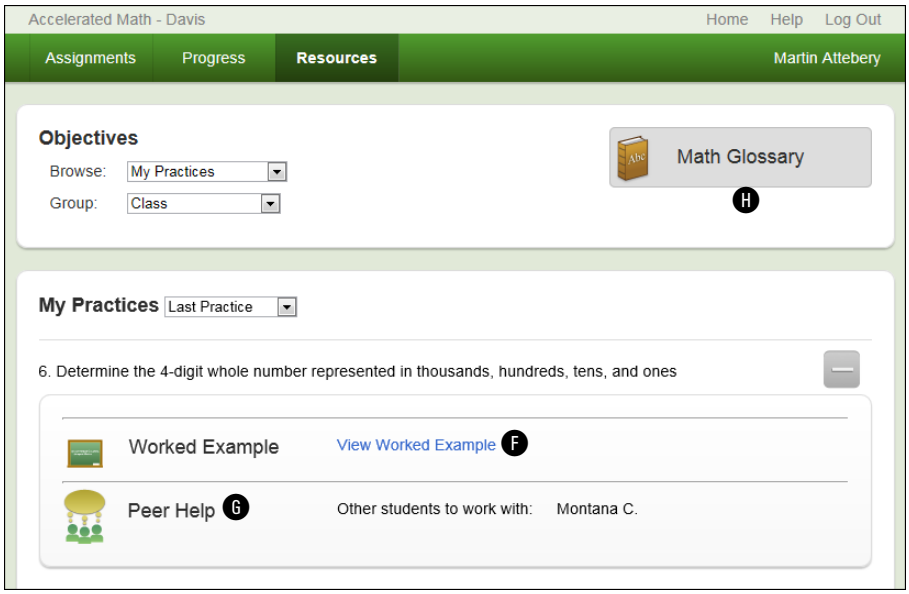
Students can change the class that they are working in later. *See page 104.*

Getting Resources for Specific Objectives

1. On the Resources page, select the **Browse** drop-down list Ⓑ to choose whether you want to see resources for your practices, your exercises, your tests, the objectives you mastered, or all objectives.



2. If you have a **Group** drop-down list Ⓒ, select it to choose whether to see resources for the work you are doing for the class or for a group.
3. You will see a list of the objectives for the choices you made. If you chose a type of assignment, you can choose whether to see objectives for the current assignment or the last one Ⓓ.
4. Select **+** next to an objective to see its resources Ⓔ.
5. The resources that are available for depend on the objective:
   - If worked examples are listed, click **View Worked Examples** (Ⓕ on the next page) to see examples of how to solve this type of problem. The example will open in its own window. Close the window when you are done.
   - If Peer Help is listed Ⓖ, it will show you the names of other students who may be able to help you with this objective.
   - Links to videos may also be available.

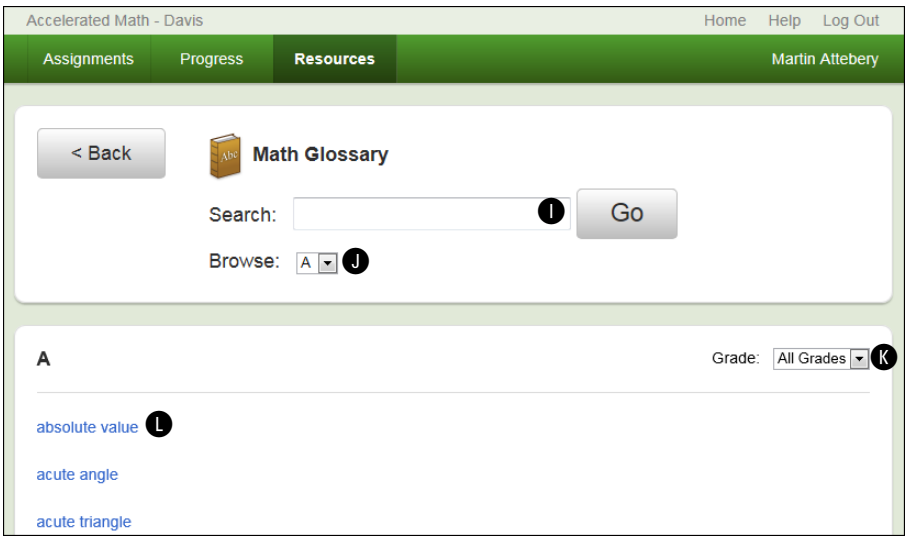


Using the Math Glossary

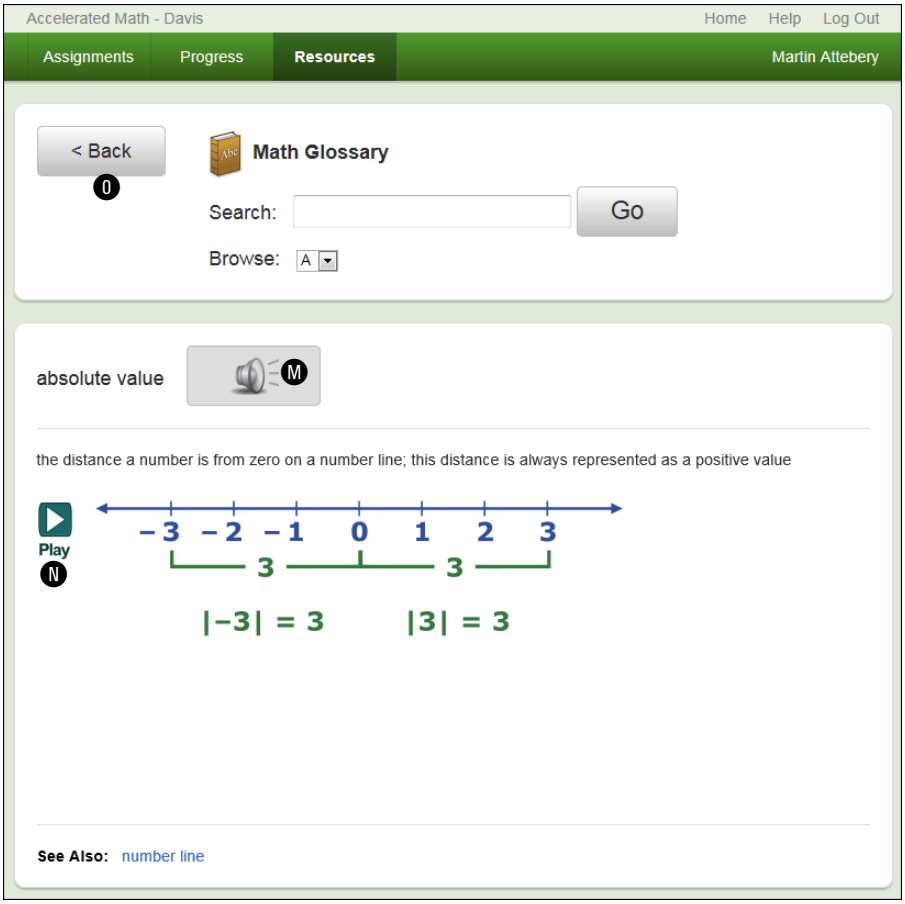
To get definitions of math terms, select **Math Glossary** (H above).

On the Math Glossary page, you can enter terms to search for and select **Go** I, or you can select the **Browse** drop-down list J to choose the letter that a term starts with. You can also select the **Grade** drop-down list K to choose your grade level.

When you see the term that you are looking for in the list, select it L.



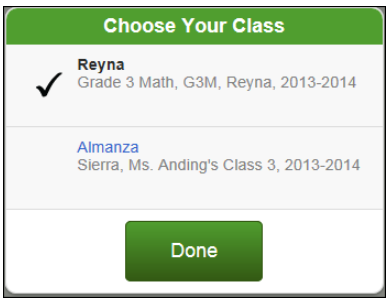
You will see an explanation of the term. You can hear how to say the term by selecting the speaker Ⓜ. If you see a **Play** button Ⓝ, select it to watch an animated explanation of the term. When you are done, select **< Back** Ⓞ.



Reviewing Past Online Assignments

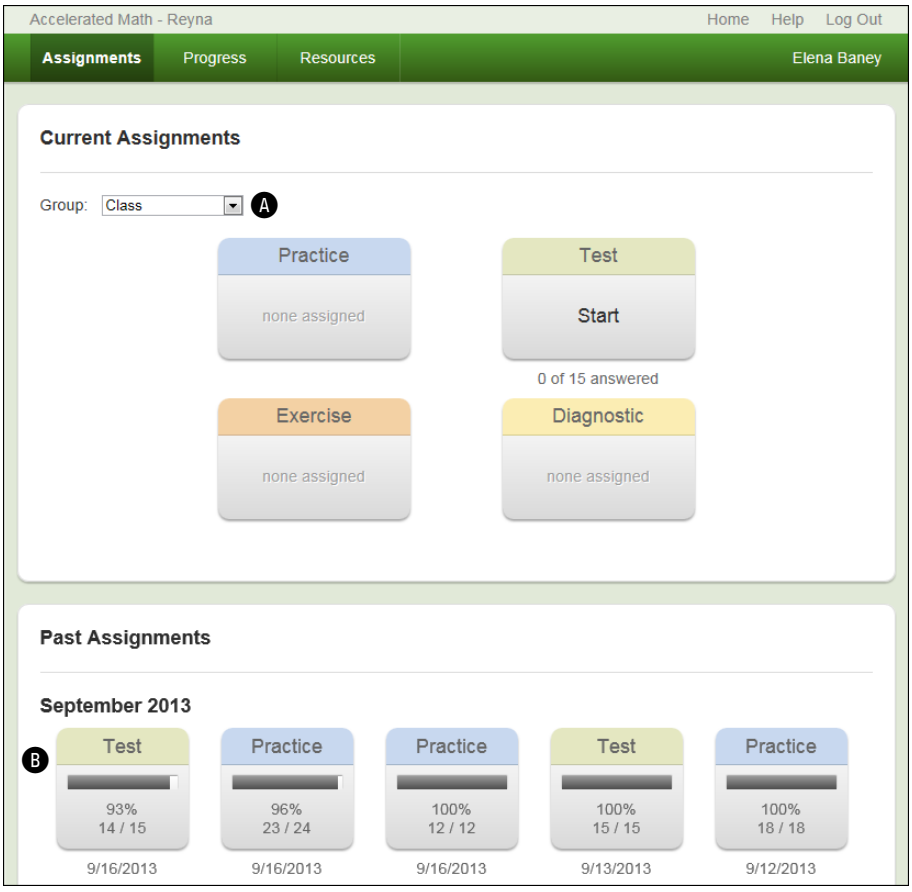
When students log in and work in the Accelerated Math software on a computer or tablet, they can review their work on past assignments by following these steps:

1. On the student Home page, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to do work for. Then, select **Done**.



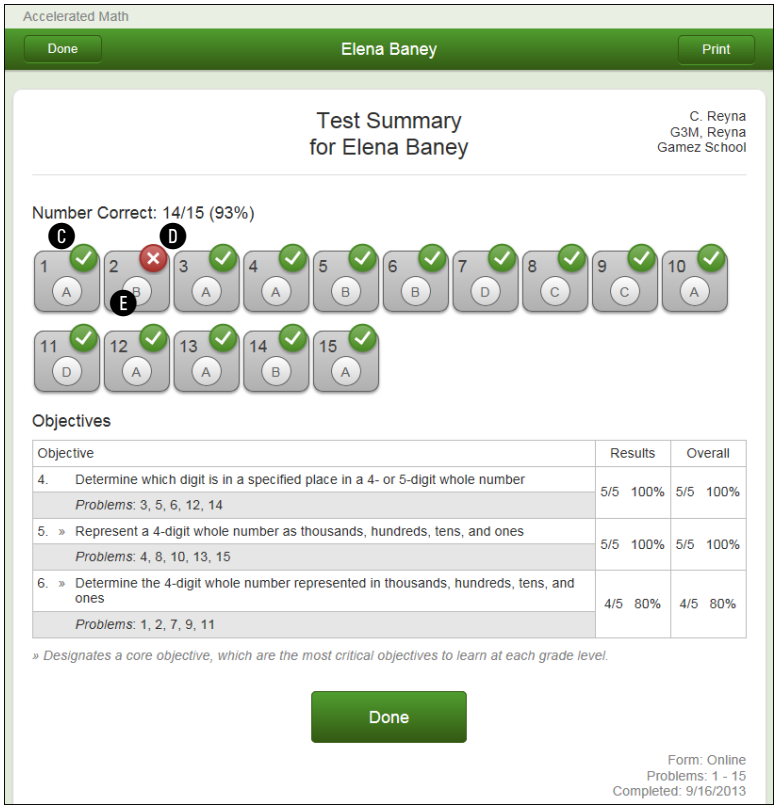
Students can change the class that they are working in later. *See page 104.*

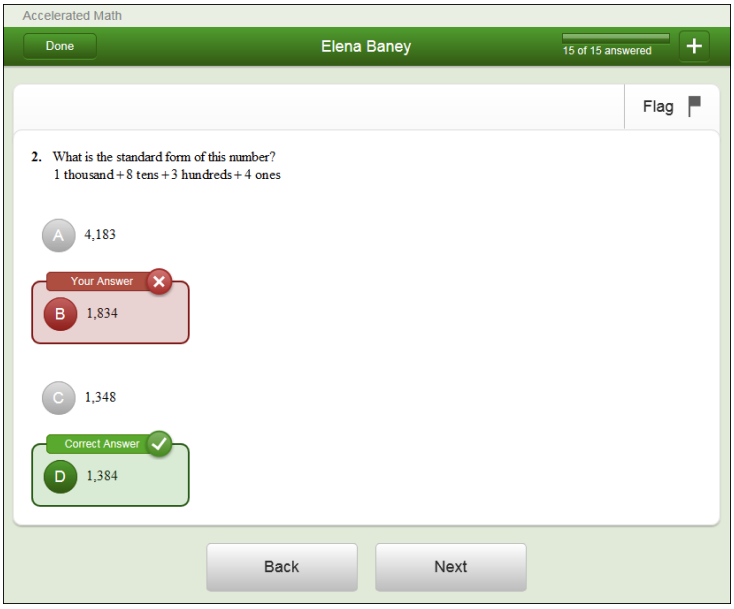
3. If you see a **Group** drop-down list Ⓐ, use it to choose whether to review work for the class or for a group.



4. Look at the Past Assignments toward the bottom of the Assignments page. For each assignment, you'll see the type, your percent score, the number of problems that you answered correctly, and when you finished the assignment. If you want more information, select an assignment Ⓑ.

5. You will see all of the problem numbers with your answers. Correct answers will have a green check mark Ⓒ. Incorrect answers will have a red X Ⓓ. To see a problem, select the problem number Ⓔ; when you do that, you may see the correct answer as well as your answer. When you have finished, select **Done**.

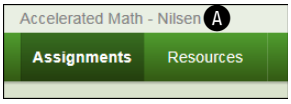




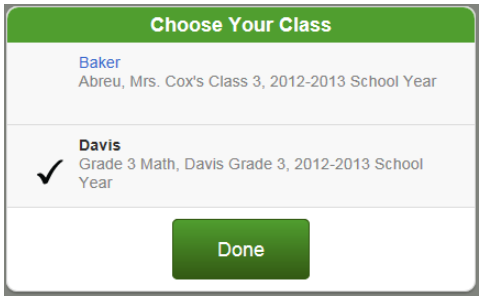
The teacher sets whether students see the correct answer *using the TOPS Report and Online Review preference.* *See page 234.*

Changing the Class You Are Working In

Students who are in more than one class are asked to choose a class to work in as soon as they choose to start working in Accelerated Math. Students can change the class they are working in without logging out by following these steps:



1. In the top-left corner of the Assignments or Resources page, click the teacher name Ⓐ.
2. When the Choose Your Class window opens, select the class that you want to do work for. Then, select **Done**.



The page will change to show the assignments or resources for the class you selected.

Viewing or Printing Online Assignments

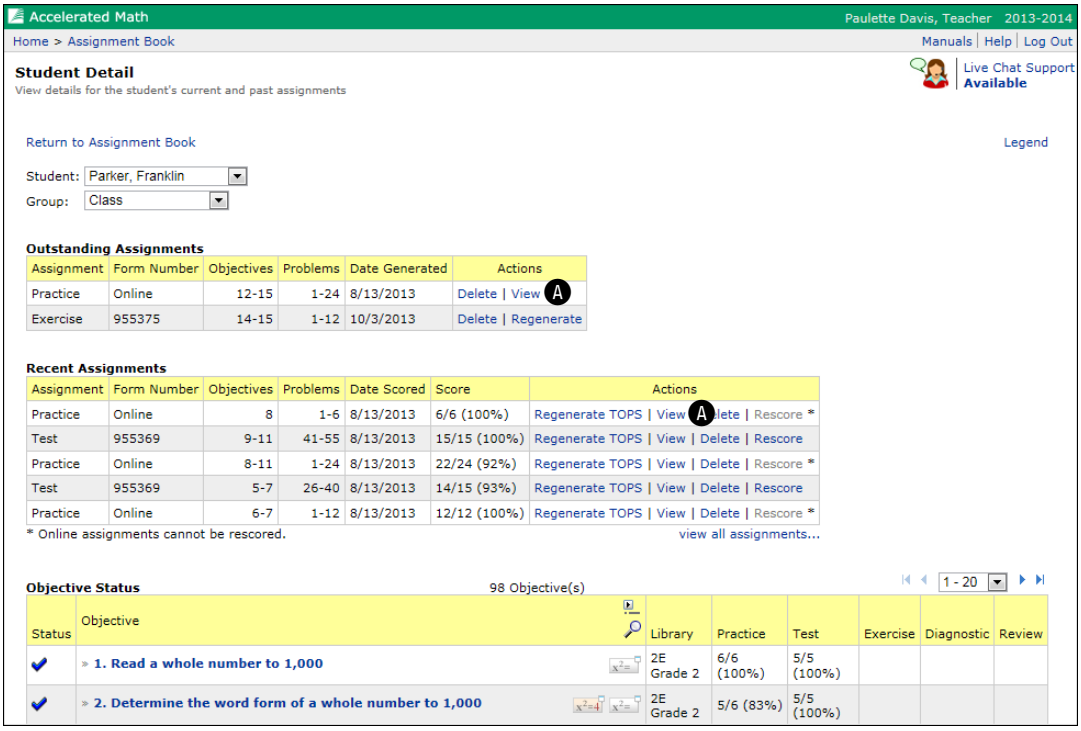
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Follow these steps to view a student's online assignments. You can view both outstanding (unscored) assignments and scored assignments.

1. View the Assignment Book for the class or group for which the assignments were generated. See page 69.
2. Click the student's name in the Assignment Book.
3. The Student Detail page will show you more information about the student's work. Make sure the correct group is selected; if necessary, choose another group from the **Group** drop-down list.
4. Find the Online assignment in the list of Outstanding or Recent assignments. (If the assignment is not listed under Recent Assignments, you may need to click **view all assignments** to find it.)


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Parker, Franklin
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | Online | 12-15 | 1-24 | 8/13/2013 | Delete | View A
Exercise | 955375 | 14-15 | 1-12 | 10/3/2013 | Delete | Regenerate
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions
Practice | Online | 8 | 1-6 | 8/13/2013 | 6/6 (100%) | Regenerate TOPS | View A | Delete | Rescore *
Test | 955369 | 9-11 | 41-55 | 8/13/2013 | 15/15 (100%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 8-11 | 1-24 | 8/13/2013 | 22/24 (92%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 5-7 | 26-40 | 8/13/2013 | 14/15 (93%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 6-7 | 1-12 | 8/13/2013 | 12/12 (100%) | Regenerate TOPS | View | Delete | Rescore *
* Online assignments cannot be rescored.
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
» 1. Read a whole number to 1,000 | 2E Grade 2 | 6/6 (100%) | 5/5 (100%)
» 2. Determine the word form of a whole number to 1,000 | 2E Grade 2 | 5/6 (83%) | 5/5 (100%)

5. Click **View** in the row for the assignment Ⓐ. The assignment will open in a new browser window. You can print it if necessary as you would any web page.

Deleting Unscored Online Assignments

How you delete unscored assignments depends on whether you are deleting them for one student or more than one student.

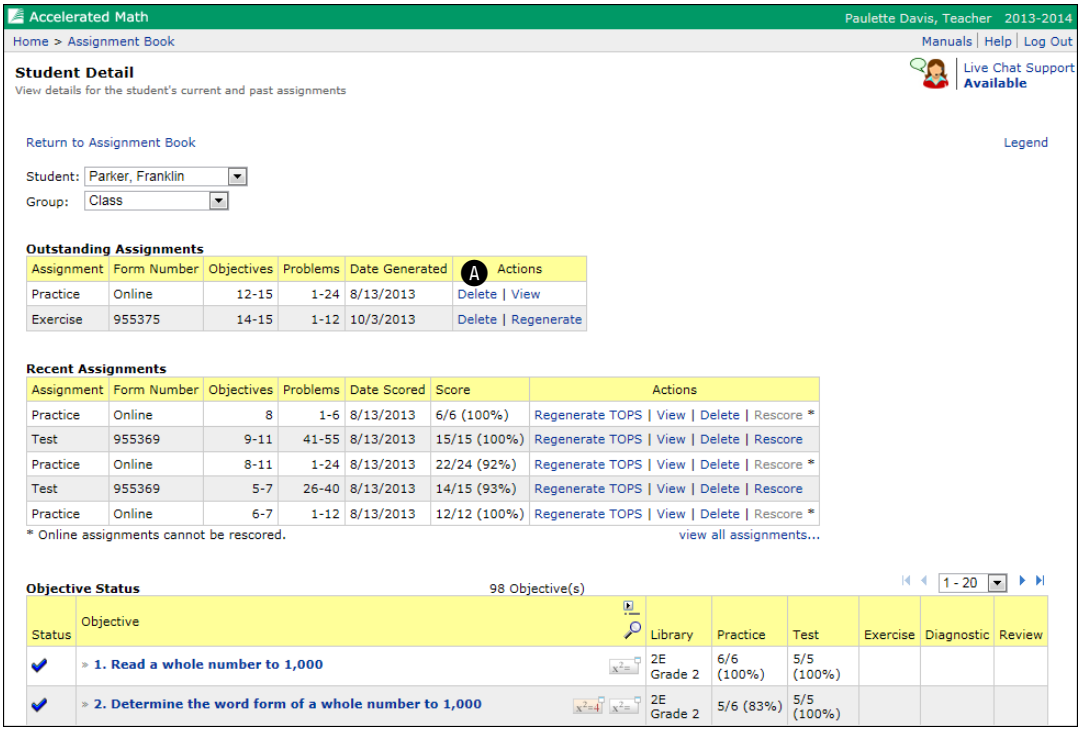
How to Delete an Unscored Online Assignment for One Student

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Click the student's name in the Assignment Book.
3. If necessary, select a different group from the **Group** drop-down list on the Student Detail page.
4. On the Student Detail page, click **Delete** in the row for the Outstanding assignment that you need to delete Ⓐ.


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Live Chat Support Available
Student Detail
View details for the student's current and past assignments
Return to Assignment Book
Legend
Student: Parker, Franklin
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Ⓐ Actions
Practice | Online | 12-15 | 1-24 | 8/13/2013 | Delete | View
Exercise | 955375 | 14-15 | 1-12 | 10/3/2013 | Delete | Regenerate
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions
Practice | Online | 8 | 1-6 | 8/13/2013 | 6/6 (100%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 9-11 | 41-55 | 8/13/2013 | 15/15 (100%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 8-11 | 1-24 | 8/13/2013 | 22/24 (92%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 5-7 | 26-40 | 8/13/2013 | 14/15 (93%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 6-7 | 1-12 | 8/13/2013 | 12/12 (100%) | Regenerate TOPS | View | Delete | Rescore *
* Online assignments cannot be rescored.
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
1. Read a whole number to 1,000 | 2E Grade 2 | 6/6 (100%) | 5/5 (100%)
2. Determine the word form of a whole number to 1,000 | 2E Grade 2 | 5/6 (83%) | 5/5 (100%)

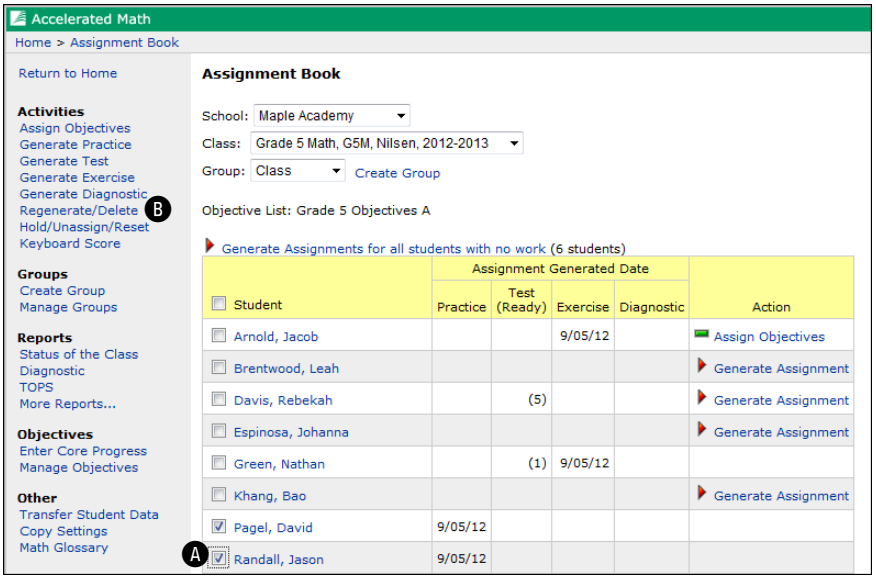
How to Delete an Unscored Online Assignment for More Than One Student

Who Can Do This?

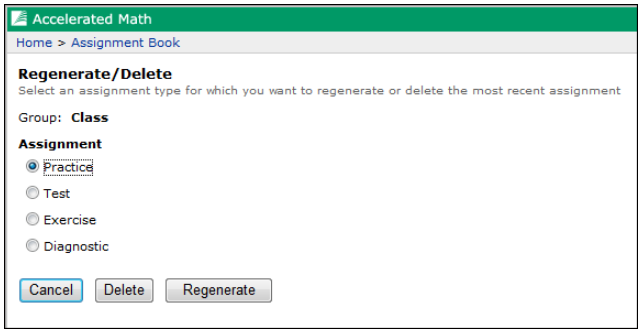
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Check the box next to each student who needs an assignment deleted Ⓐ. To select all students in the class or group, check the box next to Student at the top of the column.



3. Click **Regenerate/Delete** on the left side of the page Ⓑ.
4. Click the type of assignment that you need to delete; then, click **Delete**.



Deleting Scored Online Assignments for Individual Students

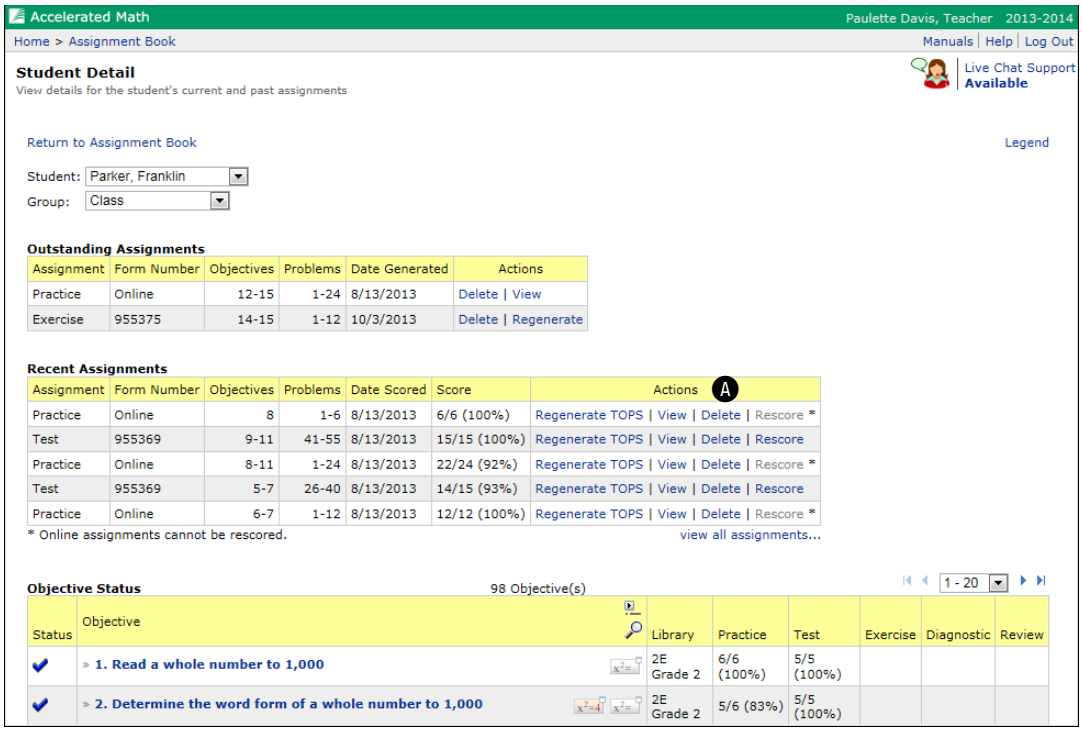
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Follow these steps if you need to delete a scored Accelerated Math assignment. *Note that you cannot recover scored assignments that you delete, and deleting assignments can affect the student's status or progress toward mastery of objectives.* Deleting scored assignments is generally not recommended; it is intended for situations where the score does not reflect the student's actual work.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Click the student's name in the Assignment Book.
3. If necessary, select a different group from the **Group** drop-down list on the Student Detail page.
4. On the Student Detail page, click **Delete** in the row for the scored (Recent) assignment that you need to delete Ⓐ.


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Parker, Franklin
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | Online | 12-15 | 1-24 | 8/13/2013 | Delete | View
Exercise | 955375 | 14-15 | 1-12 | 10/3/2013 | Delete | Regenerate
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions Ⓐ
Practice | Online | 8 | 1-6 | 8/13/2013 | 6/6 (100%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 9-11 | 41-55 | 8/13/2013 | 15/15 (100%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 8-11 | 1-24 | 8/13/2013 | 22/24 (92%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 5-7 | 26-40 | 8/13/2013 | 14/15 (93%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 6-7 | 1-12 | 8/13/2013 | 12/12 (100%) | Regenerate TOPS | View | Delete | Rescore *
* Online assignments cannot be rescored.
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
1. Read a whole number to 1,000 | 2E Grade 2 | 6/6 (100%) | 5/5 (100%)
2. Determine the word form of a whole number to 1,000 | 2E Grade 2 | 5/6 (83%) | 5/5 (100%)

5. A message will remind you that this removes all scored data for the assignment, and you cannot undo it or recover the score. If you are sure that you want to continue, click **OK**. The assignment will then be removed.

Working with Paper (Printed) Assignments

For more about the difference between online and paper assignments, *see page 16.*

When you generate paper assignments, students work from the paper copy instead of seeing the problems on a computer. To score the assignments, students may:

- enter their answers on a scan card to be scanned and scored by an AccelScan scanner
- enter their answers using a Renaissance Responder or NEO 2 for scoring
- log in to the software and select their answers

Teachers may also score the assignments using the Keyboard Score option in the Assignment Book.

Students who use paper assignments can still log in to the software and review the results of their past work or use resources for their objectives.

The sections below explain how to use paper assignments.

Generating Paper Assignments

The sections below explain how to generate paper practices, exercises, tests, and diagnostic tests. For more information about the types of assignments, see page 17.

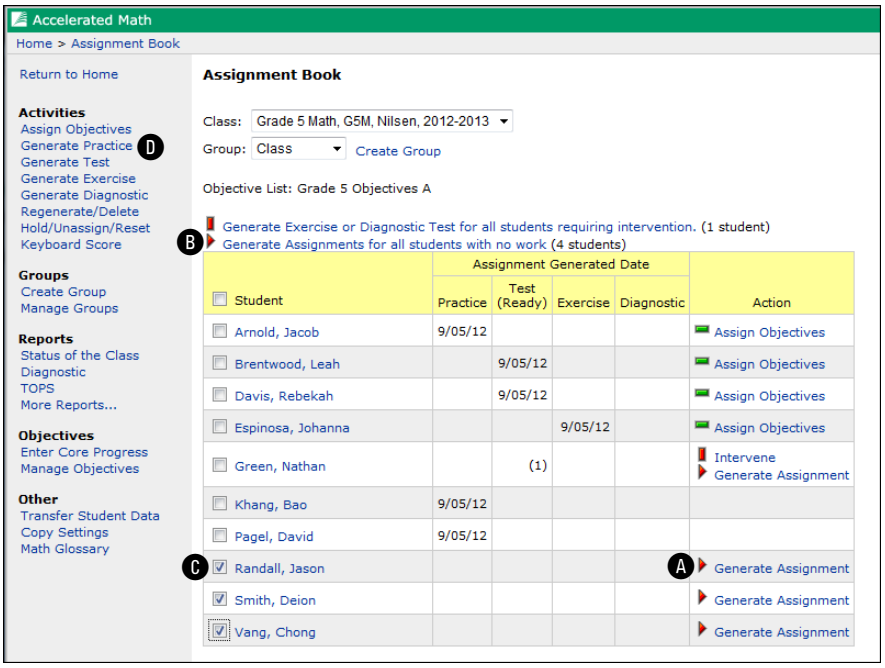
Generating Paper Practices

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

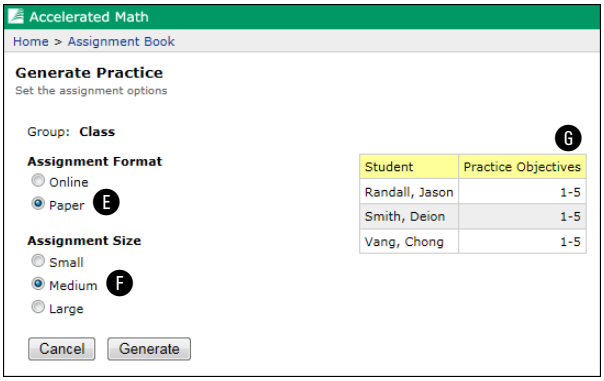
Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs practices. See page 69.
2. Do ***one*** of the following:
   - To generate a practice for one student who needs work, click **Generate Assignment** in the row for that student Ⓐ. On the page that appears next, click the **Practice** option and click **Next >**.
   - To generate a practice for all students in the class or group who have no work, click **Generate Assignments for all students with no work** above the list of students Ⓑ. On the page that opens next, click the **Practice** option and click **Next >**.
   - If you want to choose specific students to generate practices for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Practice** on the left side of the page Ⓓ.



Install Plug-In message. *If you see this message in red on your Assignment Book page, you need the Renaissance Place Print Plug-In to generate assignments. (See page 22.)*

3. Under Assignment Format, click **Paper** Ⓔ.
4. Note the available practice objectives on the right side of the page; then, click the assignment size that you want to generate Ⓕ.



Ⓕ Small assignments should take students about 10 minutes to complete, medium about 20 minutes, and large about 30 minutes. The Practice preference sets the sizes; see page 231.

Ⓖ These are the objectives each student can practice. If any students have an outstanding (unscored) practice, the practice won't be

> ***Student Capacity Limit:*** *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments. See page 147.*

5. Click **Generate**.
6. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are generated for your class.
   - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)
   - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

> ***If you don't have the print plug-in,*** *you will see a message on the View Assignment page. See page 22 for more information.*

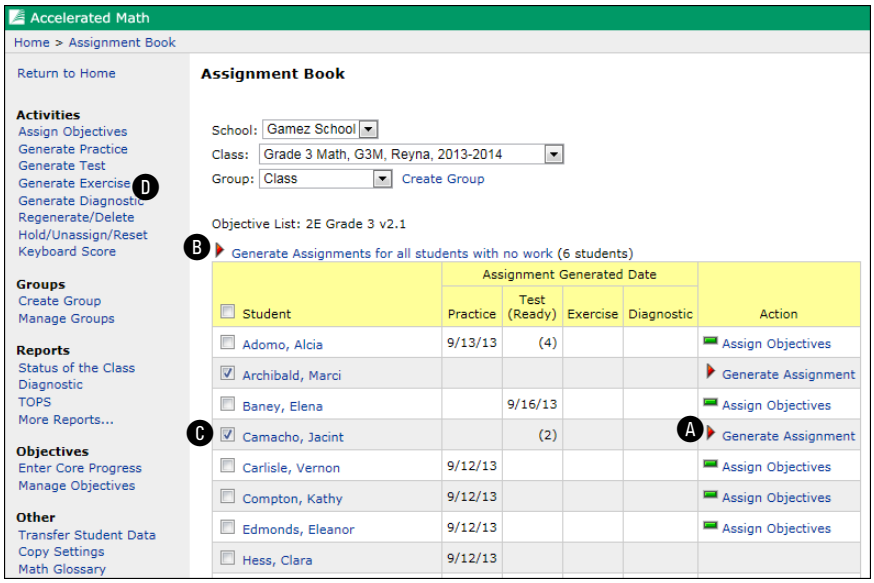
Generating Paper Exercises

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs exercises. See page 69.
2. Do ***one*** of the following:
   - To generate an exercise for one student who needs work, click **Generate Assignment** in the row for that student Ⓐ. On the page that opens next, click the **Exercise** option and click **Next >**.
   - To generate an exercise for all students in the class or group who have no work, click **Generate Assignments for all students with no work** above the student list Ⓑ. On the page that opens next, click the **Exercise** option and click **Next >**.
   - If you want to choose specific students to generate exercises for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Exercise** on the left side of the page Ⓓ.



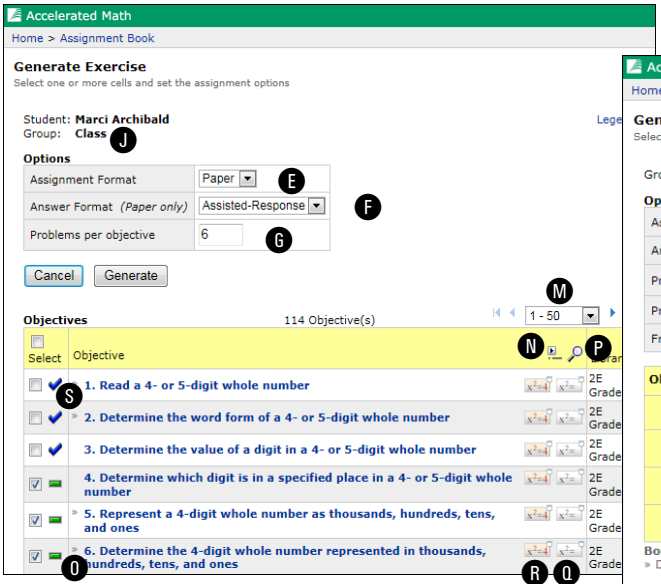
3. In the **Assignment Format** drop-down list, select **Paper** (Ⓔ on the next page).
4. Use the **Answer Format** drop-down list Ⓕ to choose the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response**. If you choose free-response, an answer key will be generated with the assignments. (Free-response problems can't be completed using Responders or NEO 2 or scored by students who log in to the software.)
5. Enter the number of problems to include from each objective on the exercise Ⓖ.

Install Plug-In message. *If you see this message in red on your Assignment Book page, you need the Renaissance Place Print Plug-In to print assignments. (See page 22.)*

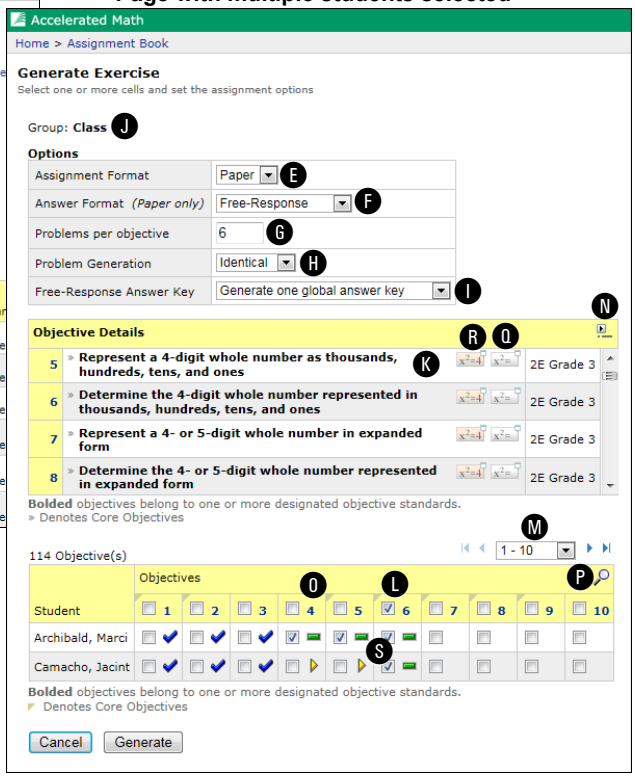
Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments. See page 147.*

6. If you are generating the assignment for more than one student, click the **Problem Generation** drop-down list Ⓗ and choose whether students should get **Identical** assignments or **Individual** (unique) ones.
7. If you choose identical and you chose free-response problems, click the **Free-Response Answer Key** drop-down list Ⓘ and choose whether to generate just one answer key or one for each student.
8. Find the objectives that you want to include on your students' exercises, and check the box next to each of those objectives.

Page with one student selected


Accelerated Math
Home > Assignment Book
Generate Exercise
Select one or more cells and set the assignment options
Student: Marci Archibald
Group: Class
Options
Assignment Format
Paper
Answer Format (Paper only)
Assisted-Response
Problems per objective
6
Cancel
Generate
Objectives
114 Objective(s)
1 - 50
Select
Objective
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
2E Grade

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Generate Exercise
Select one or more cells and set the assignment options
Group: Class
Options
Assignment Format
Paper
Answer Format (Paper only)
Free-Response
Problems per objective
6
Problem Generation
Identical
Free-Response Answer Key
Generate one global answer key
Objective Details
5 Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6 Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7 Represent a 4- or 5-digit whole number in expanded form
8 Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Camacho, Jacint
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Cancel
Generate

- **J** Note the group for which you are generating exercises.
- **K** If you chose more than one student, you can scroll through this list to see objective descriptions.
- **L** To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.
- **M** You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
- **N** Click this arrow to show the standards related to objectives. Click it again to hide the standards. (Objectives related to standards are shown in bold text.)
- **O** Objectives marked with a double arrow or a shaded corner next to the number are core objectives.
- **P** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- **Q** To see sample problems for an objective, click this icon.
- **R** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- **S** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

If you don't have the print plug-in, *you will see a message on the View Assignment page. See page 22 for more information.*

9. Click **Generate**.
10. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are generated for your class.

- If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignment; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)
- If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

Generating Paper Tests

Who Can Do This?

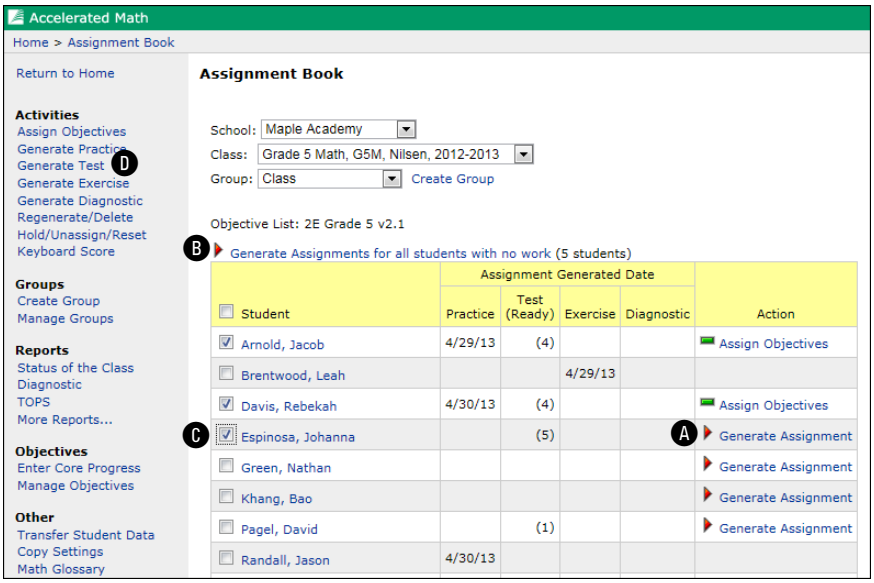
☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Install Plug-In message. *If you see this message in red on your Assignment Book page, you need the Renaissance Place Print Plug-In to print assignments. (See page 22.)*

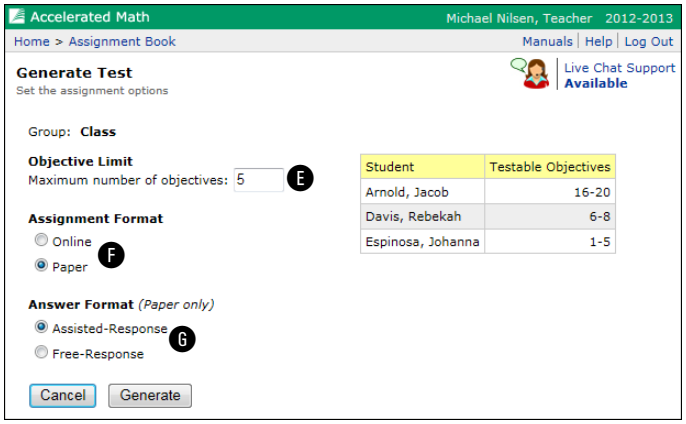
1. View the Assignment Book for the class or group that needs tests. See page 69.
2. Do ***one*** of the following:
   - To generate a test for one student who has no work and at least one objective ready to test, click **Generate Assignment** in the row for that student (Ⓐ on the next page). On the page that opens next, click the **Test** option and click **Next >**.
   - To generate a test for all students in the class or group with no work who have objectives ready to test, click **Generate Assignments for all students with no work** above the list of students Ⓑ. On the page that opens next, click the **Test** option and click **Next >**.
   - If you want to choose specific students to generate tests for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Test** on the left side of the page Ⓓ.

   The Test column shows you which students have objectives marked *Ready to Test*.



> ***Free-response tests can't be scored using Renaissance Responders or NEO 2s*** *regardless of the setting in the Scoring preference. They also cannot be scored by students who log in to the software.*

3. Enter the maximum number of objectives that you want to include **E**.
4. Under Assignment Format, click **Paper** **F**.
5. Click the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response** **G**. If you choose free-response, an answer key will be generated with the tests.
6. On the right side of the page, note the objectives for which each student will receive a test. (Students who have no testable objectives won't receive a test.) To continue, click **Generate**.



> ***If you don't have the print plug-in,*** *you will see a message on the View Assignment page. See page 22 for more information.*

7. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are generated for your class.

- If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)
- If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

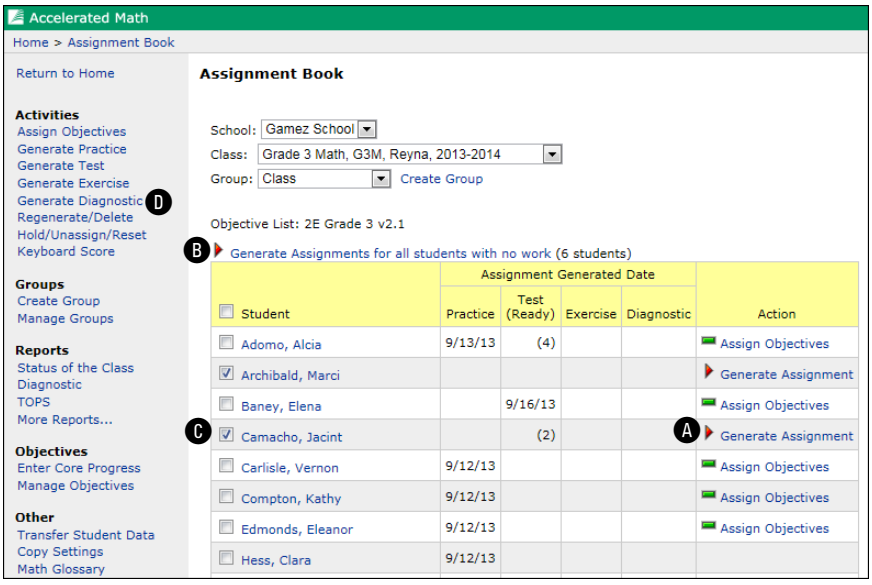
Generating Paper Diagnostic Test

Who Can Do This?

☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs diagnostic tests. See page 69.
2. Do ***one*** of the following:
   - To generate a diagnostic test for one student with no work, click **Generate Assignment** in the row for that student Ⓐ. On the page that opens next, click the **Diagnostic** option and click **Next >**.
   - To generate a diagnostic test for all students in the class or group with no work, click **Generate Assignments for all students with no work** Ⓑ above the list of students. On the page that opens next, click the **Diagnostic** option and click **Next >**.
   - If you want to choose specific students to generate diagnostic tests for, check the box next to each of these students Ⓒ. To select all students in the class or group, check the box next to Student at the top of the column. Then, click **Generate Diagnostic** on the left side of the page Ⓓ.



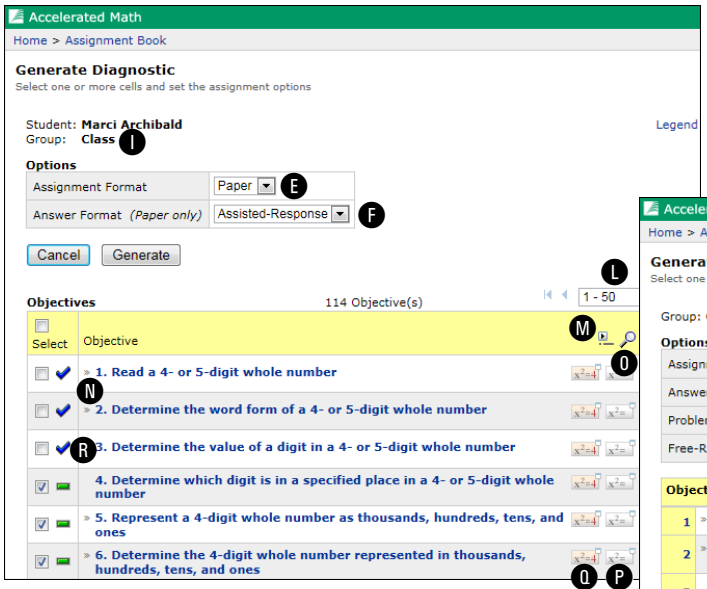
3. In the **Assignment Format** drop-down list, select **Paper** (Ⓔ on the next page).

Install Plug-In message: *If you see this message in red on your Assignment Book page, you need the Renaissance Place Print Plug-In to print assignments.* *(See page 22.)*

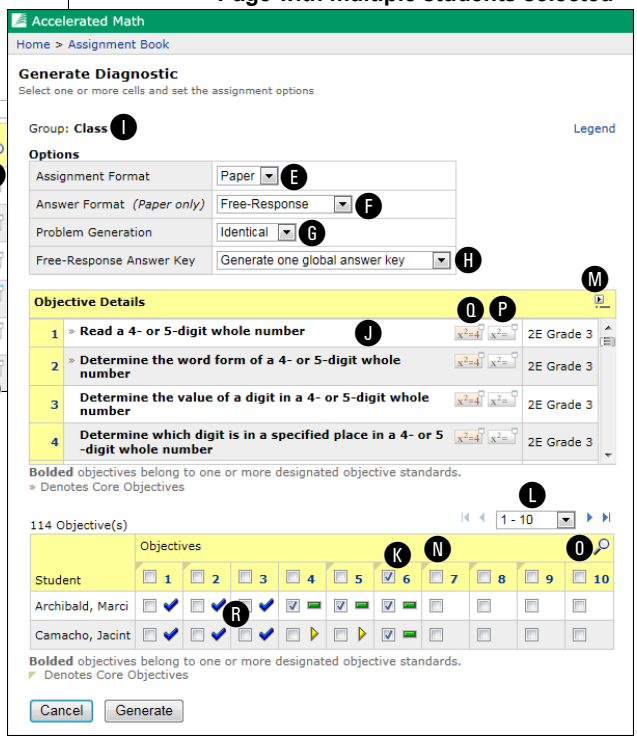
Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.* *See page 147.*

4. Click the **Answer Format** drop-down list to choose the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response** Ⓕ. If you choose free-response, an answer key will be generated with the assignments.
5. If you are generating the assignment for more than one student, click the **Problem Generation** drop-down list Ⓖ and choose whether students should get **Identical** assignments or **Individual** (unique) ones.
6. If you choose identical assignments and free-response problems, click the **Free-Response Answer Key** drop-down list Ⓗ and choose whether to generate just one answer key or one for each student.
7. Find the objectives that you want to include on your students' diagnostic tests, and check the box next to each of those objectives.

Page with one student selected


Accelerated Math
Home > Assignment Book
Generate Diagnostic
Select one or more cells and set the assignment options
Student: Marci Archibald
Group: Class
Legend
Options
Assignment Format
Paper
Answer Format (Paper only)
Assisted-Response
Cancel
Generate
Objectives
114 Objective(s)
1 - 50
Select
Objective
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Generate Diagnostic
Select one or more cells and set the assignment options
Group: Class
Legend
Options
Assignment Format
Paper
Answer Format (Paper only)
Free-Response
Problem Generation
Identical
Free-Response Answer Key
Generate one global answer key
Objective Details
1 Read a 4- or 5-digit whole number 2E Grade 3
2 Determine the word form of a 4- or 5-digit whole number 2E Grade 3
3 Determine the value of a digit in a 4- or 5-digit whole number 2E Grade 3
4 Determine which digit is in a specified place in a 4- or 5-digit whole number 2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Camacho, Jacint
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Cancel
Generate

- **I** Note the group for which you are generating diagnostic tests.
- **J** If you chose more than one student, you can scroll through this list to see objective descriptions.
- **K** To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.
- **L** You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
- **M** Click this arrow to show the standards related to objectives. Click it again to hide the standards. (Objectives related to standards are shown in bold text.)
- **N** Objectives marked with double arrow or a shaded corner next to the number are core objectives.
- **O** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- **P** To see sample problems for an objective, click this icon.
- **Q** If this icon is available, click it to see worked examples (the steps required to solve a sample problem).
- **R** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

If you don't have the print plug-in, *you will see a message on the View Assignment page. See page 22 for more information.*

8. Click **Generate**.
9. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are generated for your class.
   - If you are previewing the assignment, use the Adobe Reader button (**not** the browser's print function) to print the assignments; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)
   - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

Regenerating/Reprinting Paper Assignments

At times, a paper assignment may be lost or damaged and you may need a new copy. How you regenerate paper assignments depends on whether you are regenerating them for one student or more than one student. See the steps below and on the next page. Note that you can only regenerate paper assignments (not online assignments).

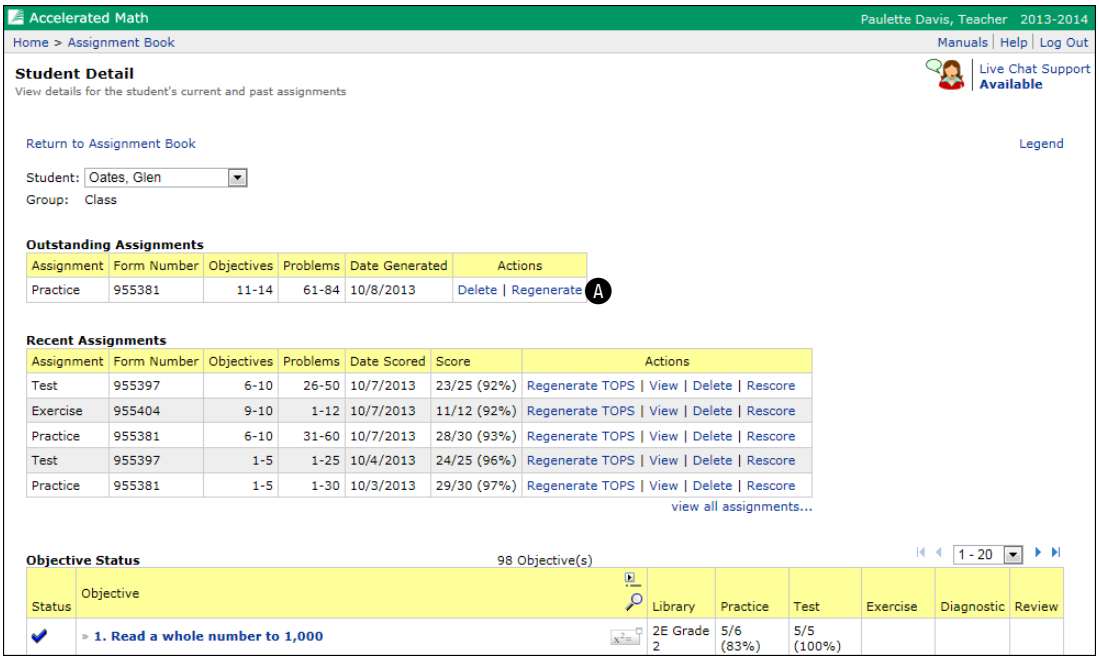
Students can reprint existing paper assignments when they log in to the software; see page 123.

How to Regenerate a Paper Assignment for One Student

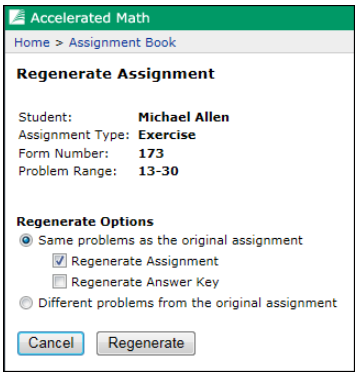
Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments regenerated. See page 69.
2. Click the student's name in the Assignment Book.
3. If necessary, select a different group from the **Group** drop-down list on the Student Detail page.
4. On the Student Detail page, click **Regenerate** in the row for the Outstanding Assignment that you need to regenerate (Ⓐ on the next page). (You can regenerate outstanding/unscored paper assignments, but not scored assignments.)


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Oates, Glen
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | 955381 | 11-14 | 61-84 | 10/8/2013 | Delete | Regenerate
A
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions
Test | 955397 | 6-10 | 26-50 | 10/7/2013 | 23/25 (92%) | Regenerate TOPS | View | Delete | Rescore
Exercise | 955404 | 9-10 | 1-12 | 10/7/2013 | 11/12 (92%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 6-10 | 31-60 | 10/7/2013 | 28/30 (93%) | Regenerate TOPS | View | Delete | Rescore
Test | 955397 | 1-5 | 1-25 | 10/4/2013 | 24/25 (96%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 1-5 | 1-30 | 10/3/2013 | 29/30 (97%) | Regenerate TOPS | View | Delete | Rescore
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
» 1. Read a whole number to 1,000 | 2E Grade 2 | 5/6 (83%) | 5/5 (100%)

5. Click the option you prefer. You can regenerate the assignment with the original problems or with new problems.
6. If the assignment had free-response problems, and you are regenerating with the original problems, check the box for each item that you want to regenerate (the assignment and/or the answer key).
7. Click **Regenerate**.
8. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are printed for your class.
   - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)
   - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.



If you don't have the Renaissance Place Print Plug-in on this computer, *you will see a message on the View Assignment page. You must download and install the plug-in before regenerating the assignment. See page 22 for more information.*

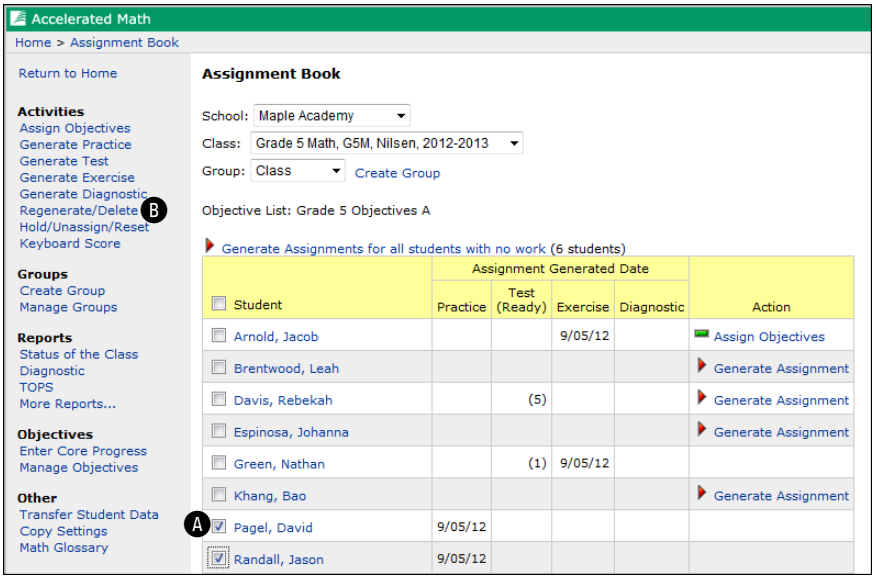
How to Regenerate Paper Assignments for More Than One Student

Who Can Do This?

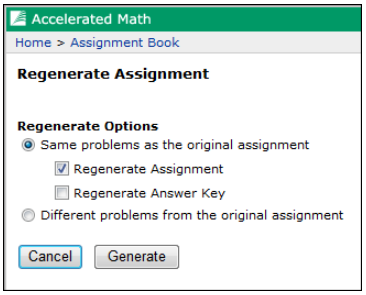
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments regenerated. See page 69.
2. Check the box next to each student who needs an assignment regenerated Ⓐ. To select all students in the class or group, check the box next to **Student** at the top of the column.



3. Click **Regenerate/Delete** on the left side of the page Ⓑ.
4. Click the type of assignment that you need to regenerate; then, click **Regenerate**.
5. Click the option you prefer. You can regenerate the assignment with the original problems or with new problems. If the assignment had free-response problems, and you are regenerating with the original problems, check the box for each item that you want to regenerate (the assignment and/or the answer key).



6. Click **Regenerate**.
7. The assignment will either print directly or open in Adobe Reader. The Paper Assignments preference (page 229) sets how assignments are printed for your class.
   - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments. If the Adobe

If you don't have the Renaissance Place Print Plug-in on this computer, *you will see a message on the View Assignment page. You must download and install the plug-in before regenerating the assignment. See page 22 for more information.*

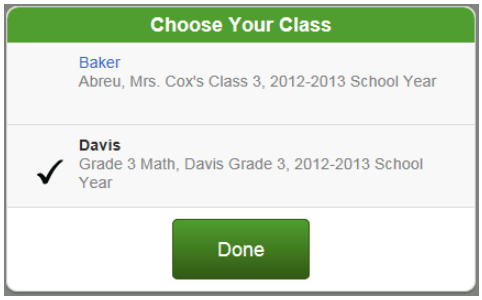
Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8.

- If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

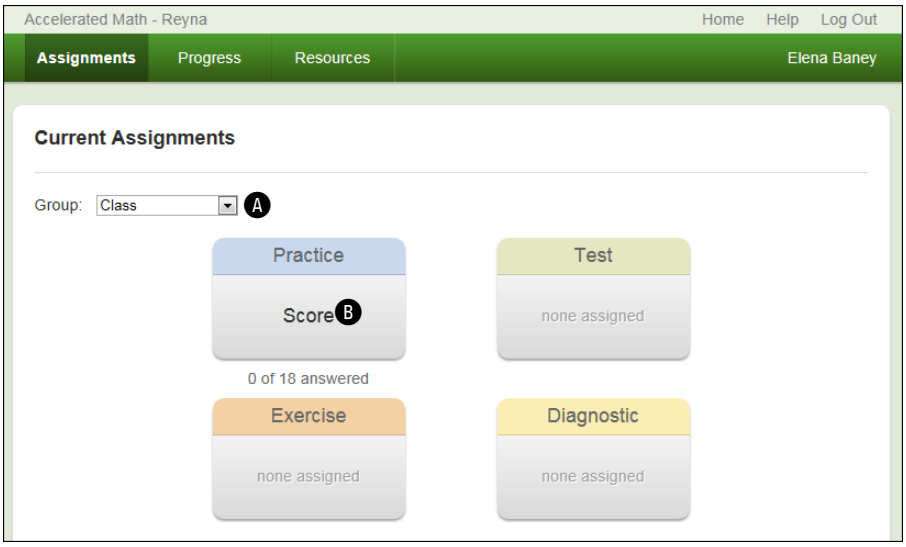
How Students Reprint Paper Assignments

Students follow these steps to reprint their paper assignments when they log in to the software.

1. On the student Home page, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to reprint an assignment for. Then, select **Done**.



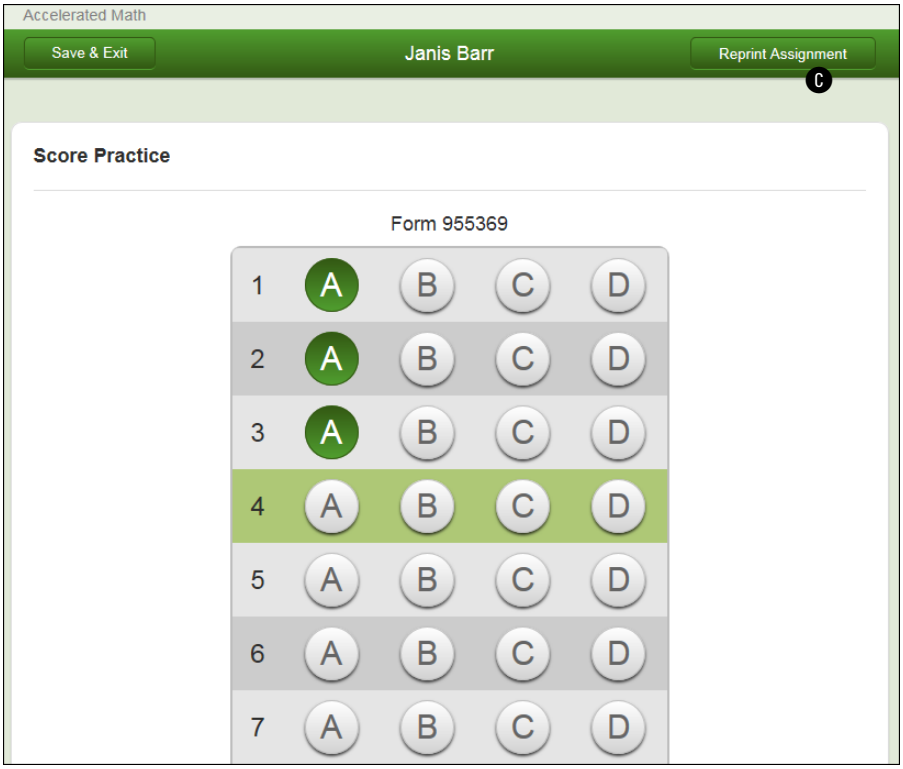
3. If you see a **Group** drop-down list Ⓐ, use it to choose whether the assignment you want is for the class or for a group.



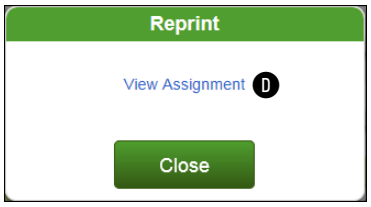
4. Select **Score** Ⓑ for the type of paper assignment that you want to reprint (practice, test, exercise, or diagnostic test).

Students can change the class that they are working in later. *See page 104.*

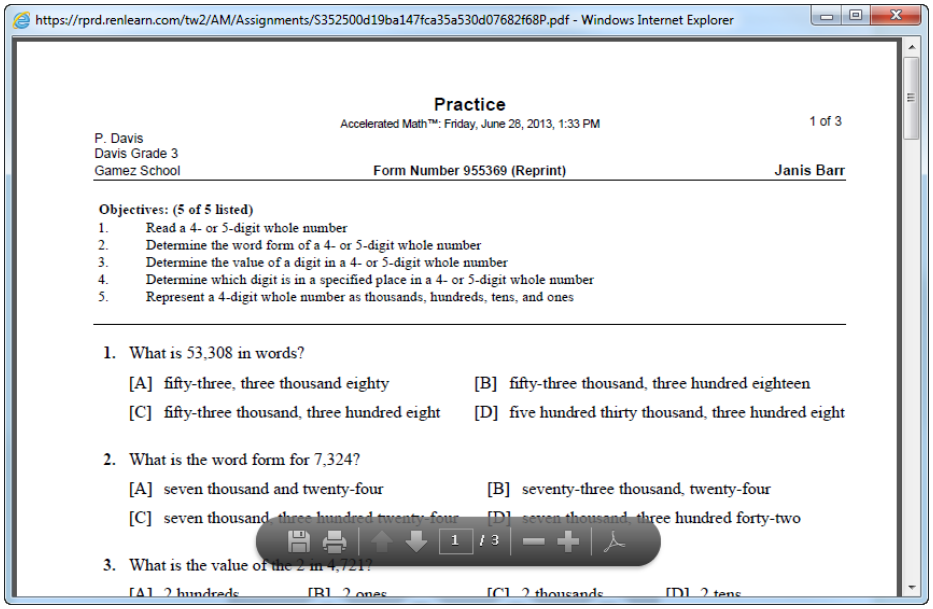
5. On the next page, you will see the form number for the paper assignment and the list of problem numbers as shown below. Select **Reprint Assignment** Ⓒ in the green bar at the top of the page.



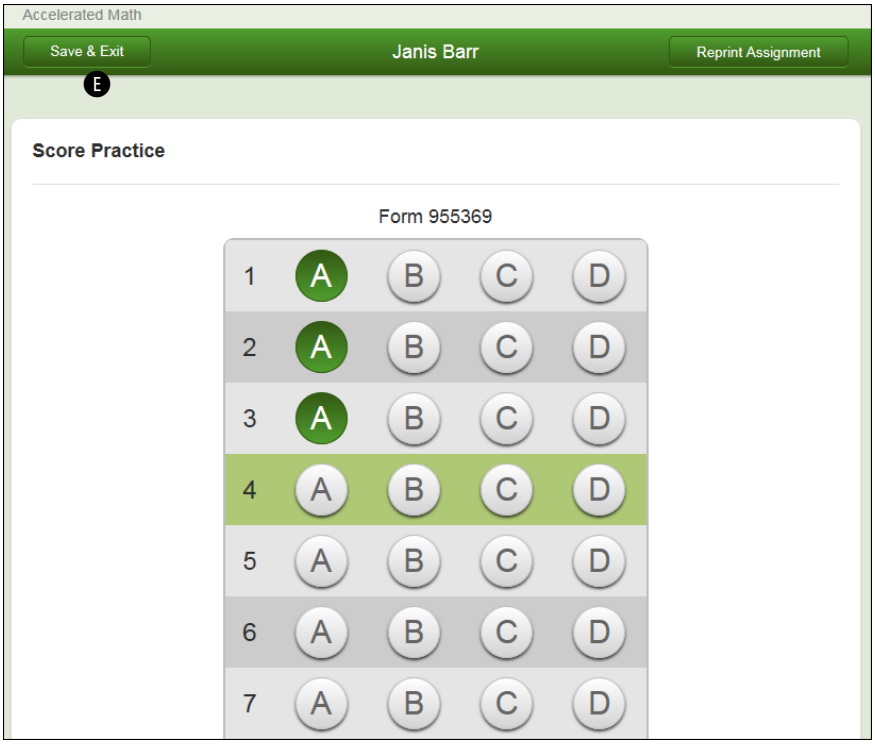
6. In the Reprint window that opens, select **View Assignment** Ⓓ.



7. The assignment will open in a separate window. Print the assignment as you would any web page or PDF file that opens within your browser. When you have finished, close the assignment window.


https://rprd.renlearn.com/tw2/AM/Assignments/S352500d19ba147fca35a530d07682f68P.pdf - Windows Internet Explorer
Practice
Accelerated Math™: Friday, June 28, 2013, 1:33 PM
1 of 3
P. Davis
Davis Grade 3
Gamez School
Form Number 955369 (Reprint)
Janis Barr
Objectives: (5 of 5 listed)
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
1. What is 53,308 in words?
[A] fifty-three, three thousand eighty
[B] fifty-three thousand, three hundred eighteen
[C] fifty-three thousand, three hundred eight
[D] five hundred thirty thousand, three hundred eight
2. What is the word form for 7,324?
[A] seven thousand and twenty-four
[B] seventy-three thousand, twenty-four
[C] seven thousand, three hundred twenty-four
[D] seven thousand, three hundred forty-two
1 / 3
3. What is the value of the 2 in 4,721?
[A] 2 hundreds
[B] 2 ones
[C] 2 thousands
[D] 2 tens

8. Back on the Score page, you can either select **Save & Exit** Ⓔ to save your work so far without finishing the assignment, or select your answer to each assignment and select **Submit** when you are done.



Scoring Paper Assignments

***Online assignments** are scored automatically by the software as they are completed.*

Paper Accelerated Math assignments can be scored using any of these methods:

- **AccelScan Scanning Software:** If students enter their answers on a scan card, the student or teacher can insert the card into an AccelScan for automatic scoring.
- **Responder or NEO 2:** If students use Renaissance Responders or NEO 2s to enter their answers, Accelerated Math scores the responses automatically. (See page 130.)
- **Students entering answers in the Accelerated Math software:** Students can log in and enter their answers to a paper assignment if it is assisted-response. (See page 132.)
- **Teachers manually scoring assignments in the software:** Teachers can score assignments in the Accelerated Math software by manually entering students' answers. (See page 135.)

How to Score Paper Assignments Using AccelScan

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers
- ☑ Students

Learn more about capabilities on page 236.

Teachers can use the AccelScan and AccelScan Scanning software to score any type of paper Assignment Book assignment, including free-response assignments. To score free-response assignments with the scanner, teachers can fill in a card for each student and mark **A** for every correct answer and **B** for every incorrect answer.

Students can use the AccelScan and the Scanning Software to score paper practices and assisted-response paper exercises and tests. You can use the Scoring preference to limit students to scoring practices only. See page 233.

***Form numbers:** Form numbers identify the student and the assignment. Each student has a unique form number, and form numbers are unique for each type of paper assignment. (For example, a student's practices and exercises have different form numbers.) Accelerated Math keeps using a form number for a student and assignment type until the card is full or almost full to make the best use of your scan cards.*

1. Make sure each student has entered his or her form number for this assignment at the top of the card.

   If you don't have the form number, do one of the following:

   - Check the student's printed assignment. The form number is at the top.
   - In the Assignment Book, position your mouse over the generate date. The form number will appear.
   - Print a Status of the Class Report and include the Assignments Generated section. This section of the report includes form numbers for unscored assignments.
2. Make sure the AccelScan is plugged in. If the AccelScan scanner has a switch, make sure it is on.

3. Start the AccelScan Scanning software:
   - **Windows:** In most versions of Windows, you will find it in the Start menu; for Windows 8, you will find it in the list of applications.
   - **Macintosh:** Open the Applications folder on your hard drive. Double-click the **AccelScan** icon.
4. Enter your user name and password, even if students will be scoring their own assignments. Then, click **Log In**. When the software has detected the scanner, you will see a Ready to scan message.

   If the software is not ready to scan, click **Scanner Settings**, make sure the correct port is selected, and click **OK**.
5. If students will scan their own cards, click (version 1.43) or (version 2.0). This puts the software in Student Mode.
6. **For AccelScan model 2110 (shown) or 2210:** Insert the card face up, with the form number going into the scanner first as shown to the right.

   For AccelScan model 1100 USB: Insert the card face down, with the form number going into the scanner first.

   For AccelScan model 1100 Serial: Insert the card face up, with the form number going into the scanner first.
7. The scanner will scan the answers on the card, and the software will score the assignment and print the TOPS Report. If the scored assignment was a practice, the software may also generate the student's next practice (see the Scoring preference on page 233). The scanner will eject the card.
8. When your students have finished scoring assignments, click **Log Out**.

In Student Mode, *students can't access program settings, and the Scoring preference limits what students can score; see page 233. To exit Student Mode in version 1.43 of the software, click the* ***File*** *menu and choose* ***Teacher Mode****. To exit Student Mode in version 2.x, click the button again. You must enter your user name and password when you exit Student Mode.*

Messages during scoring. *The software will notify you if it finds a problem during scoring. The most common problems are incorrect form numbers on the card, answers marked next to the wrong problem numbers, multiple answers marked for the same problem, or stray marks on the card. Read the message in the software. If necessary, click* ***Score*** *again, or click* ***Cancel****.*

How to Score Paper Assignments Using Renaissance Responders or NEO 2s

Setting up the Receiver and Responders. *To connect your Receiver and Responders, see the* 2Know! Setup and Resource Guide*. To install the Renaissance Responder program, see page 31.*

If you are using a Renaissance Receiver and either Renaissance Responders or NEO 2s in your classroom, your students can use the Responders or NEO 2s to enter their answers to any paper assisted-response (multiple-choice) assignment. Responders and NEO 2s can't be used for online assignments, free-response assignments, or Extended Response assignments.

The Scoring Preference determines whether students can use the Responder or NEO 2 for paper exercises and tests. If the student uses the Responder or NEO 2 for a practice, the preference also determines whether the student's next practice generates automatically. See page 233.

Follow these steps to use Renaissance Responders or NEO 2s with Accelerated Math:

1. Make sure your students have printed copies of the assignments. (The questions do not appear on the Responder.)
2. Start the Renaissance Responder program (see page 129).
3. Ask your students to use the Responders or NEO 2s to enter their answers (see "How Students Use the Renaissance Responder or NEO 2 to Enter Their Answers" below).
4. End the session (see page 131).

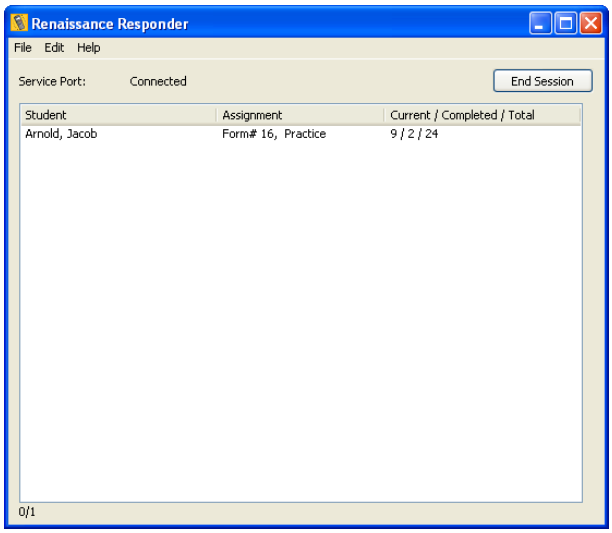
How to Start a Session

1. Start the program:
   - **Windows:** In most versions, you will find the program in the Start menu; for Windows 8, you will find it in the list of applications.
   - **Macintosh:** You will find the program in the Applications folder.

   If the program can't communicate with the server, click **Server Settings** and enter the server name or IP address. (For Macintosh computers, use the IP address.)
2. Enter the user name and password that you use to log into the Accelerated Math RP software. Then, click **Log In.**

You can't use AccelTest or the 2Know! Toolbar at the same time you use the Renaissance Responder program with Responders or NEO 2s. *The Receiver can only work with one program at a time. If you try to use the Renaissance Responder program at the same time you are using AccelTest or the 2Know! Toolbar, the Receiver and the Responders or NEO 2s will only recognize the first program you started.*

The Renaissance Responder program will start, with the Renaissance Wireless Server Utility running in the background. In the Renaissance Responder program, you can see which students are working on assignments, their form numbers and assignment types, and which items they've completed. For example, in the session shown on the next page, Jacob is working on a practice with the form number 16. He is working on problem number 9 and has completed 2 of the 24 problems on this practice. Students will disappear from the list as they complete the assignments.



How Students Use the Renaissance Responder or NEO 2 to Enter Their Answers

1. If you are using a Renaissance Responder, press and hold **On/Off** on the Responder for a few seconds to turn it on.

   If you are using a NEO 2, press **on/off** to start it. Then, press **applets**. Use the arrow keys to move the cursor down next to **Responder**; then, press **enter**.

2. If you are using a Renaissance Responder and the Responder shows a student name and asks for a PIN (personal identification number), have the student enter the PIN that you are using with AccelTest. Although Accelerated Math does not use this information, the PIN must be entered if you have assigned an owner to the Responder.

3. If you are using a Renaissance Responder, with **Join Session** highlighted in the main menu, press **Select**.

4. The Responder or NEO 2 will either show you a list of Receivers or ask if you want to stay connected to a specific one:

   If it shows you a list, use the arrow buttons to move to the Receiver you want to choose. When it is highlighted, press **Select** or **Enter**.

   If it asks if you want to stay connected to a specific Receiver, press **yes (True)** on the Renaissance Responder or **Y** for yes on NEO 2, or press **no (False)** on the Responder or **N** for no on NEO 2. After entering your answer, press **Enter**.

5. Enter your form number. Then, press **Enter**.

6. If the Responder or NEO 2 tells you to wait until your assignment is retrieved, press **Enter** again.

7. When the screen shows your name and form number, press **yes (True)** on the Responder or **Y** for yes on NEO 2. (If it shows the wrong name, press **no** on the Responder or **N** on NEO 2.)

Do you have more than one Receiver with the same name?
This can make it hard for students to choose the right one. To find out how to change the name of one Receiver, see the 2Know! Setup and Resource Guide *or the* NEO 2 Quick Guide.

8. Press **Enter**.
9. Use the letter keys (**A**, **B**, **C**, and **D**) to enter your answer to each question. Then, press **Enter**.

   You can skip problems and come back to them later. To go to a specific problem, see the options in the table below.

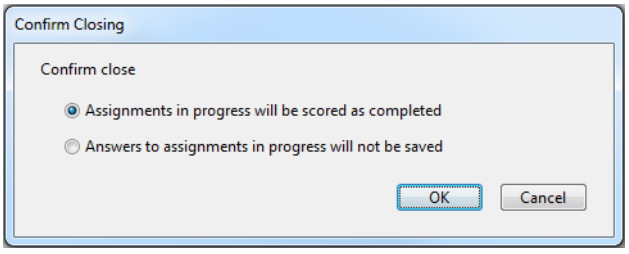
If the student turns off the Responder or NEO 2 without finishing, *the student can join the session again by following these steps. The assignment will go back to the last problem the student was working on.*

What You Can Do	Buttons to Press on Responder	Keys to Press on NEO 2
Use the arrow keys to go forward or back one question.	Press **?**. Then, use the up arrow button to go back one question and the down arrow button to go to the next question. To use the arrow keys to scroll instead, press **?** again.	Press **⌘-?**. Then, use the up arrow key to go back one question or the down arrow key to go to the next question. To use the arrow keys to scroll instead, press **⌘-?** again.
Go to a specific question number.	Press **Select**, enter the problem number, and press **Enter**.	Press **find**, enter the problem number, and press **enter**.
Go to the end of the question.	—	Press **⌘-↓**.
Go to the beginning of the question.	—	Press **⌘-↑**.

10. When you've answered the last problem, the Responder or NEO 2 asks if you're ready to submit your work. If you are, press **yes (True)** on the Responder or **Y** for yes on the NEO 2. Then, press **Enter**.
11. When the Responder or NEO 2 confirms that the assignment is complete (or asks you to wait while it is saved), press **Enter**. You will be asked to get your TOPS Report at the printer.

How to End a Session

First, check to see if students have finished entering their answers. Then, click **End Session**. You will go back to the login.

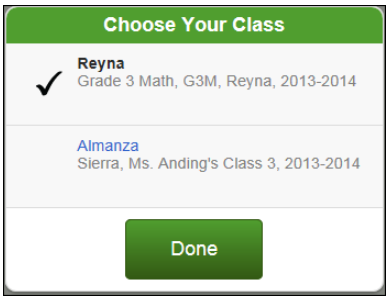


If some students are still entering their answers, the program asks you whether to score the assignments with the answers entered so far or not to save those answers (the student can enter answers again in the next session). Click one of the options; then, click **OK**.

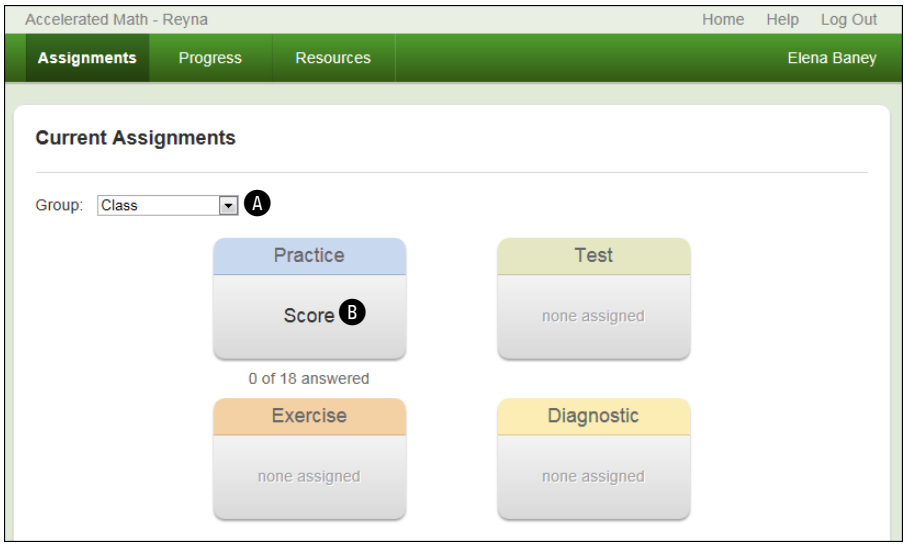
How Students Can Score Paper Assignments in the Software

Students who log in to the software can score their own paper assignments. For paper assignments, they will not see the problems, and they won't see resources specific to each problem, but they can enter their answers and see resources for their objectives (see page 98).

1. On the student Home page, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to do work for. Then, select **Done**.



3. If you see a **Group** drop-down list Ⓐ, use it to choose whether to do work for the class or for a group.

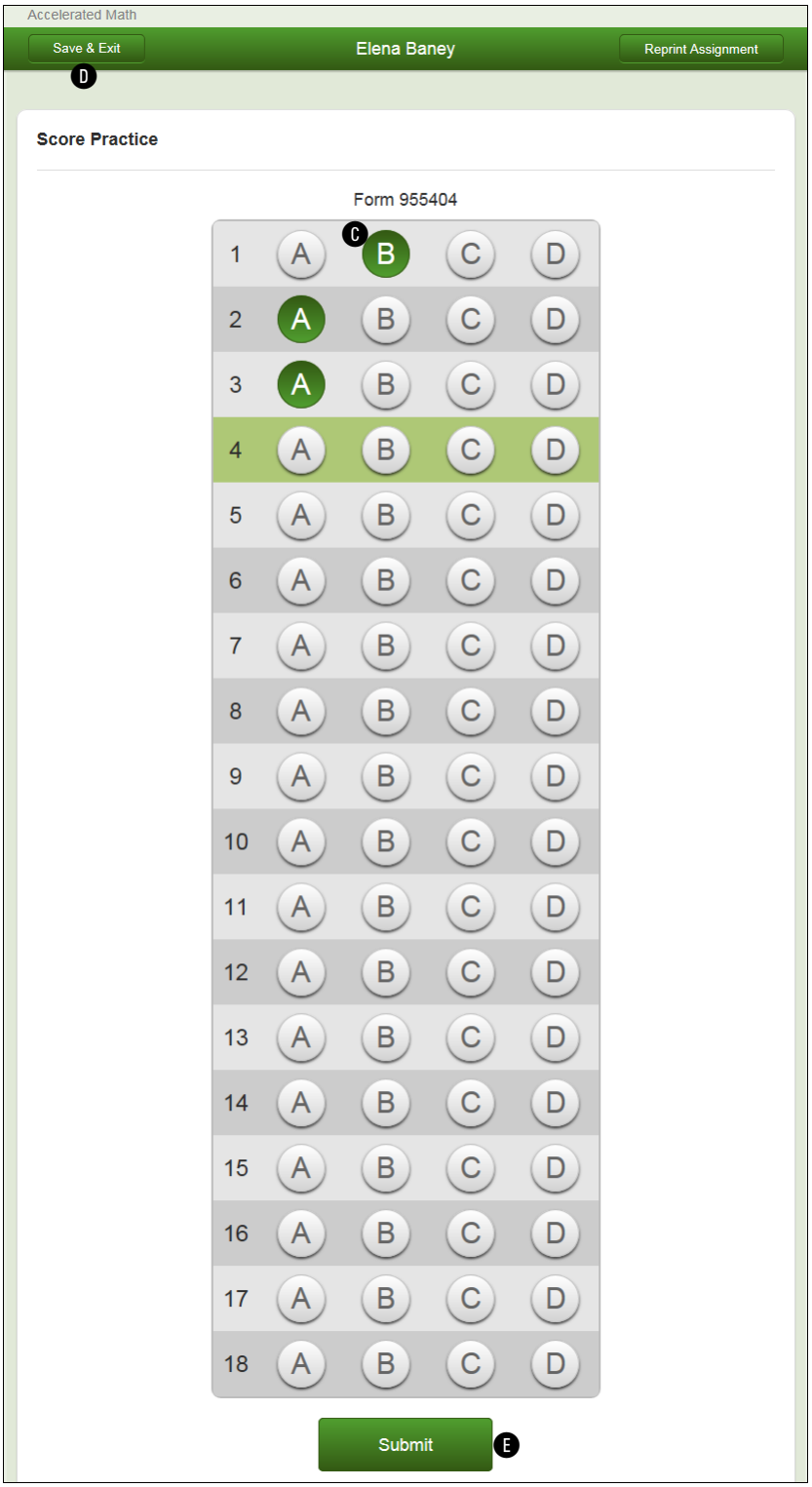


4. Select **Score** Ⓑ for the type of paper assignment that you want to score (practice, test, exercise, or diagnostic test).
5. You will see the form number for the paper assignment and the list of problem numbers as shown below. Select your answer to each problem number Ⓒ. (If you are working at a computer, you can press the letter of each answer on the keyboard instead.)

   If you want to save your work before you are finished, select **Save & Exit** at the top of the page Ⓓ.

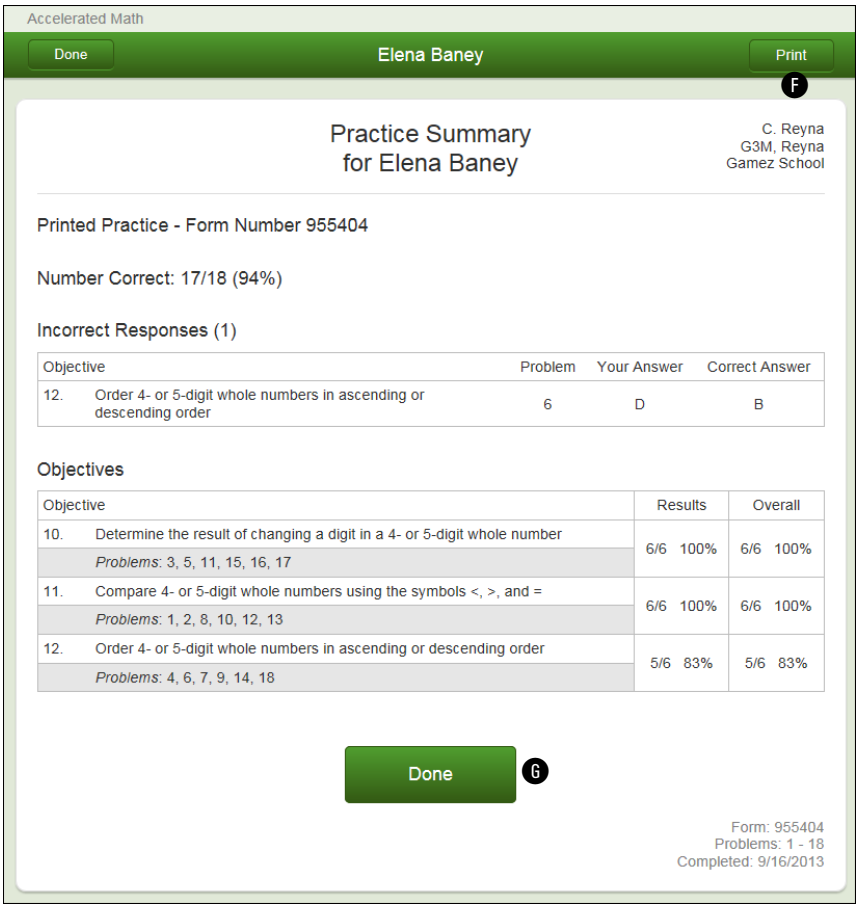
Students can change the class that they are working in later. *See page 104.*

If you need a new paper copy of the assignment, *select* ***Reprint Assignment*** *in the green bar at the top of the page. For more information, see page 16.*



6. When you have finished, select **Submit** (E).
7. The program will ask if you are sure that you want to submit your work. If you are sure, select **OK**. (If not, select **Cancel** to stay on the scoring page.)
8. You will see your score (number correct and percent) and the number of incorrect responses you chose. Then, you will see a list of the problems for each objective and your answer. You may also see the correct answer. Finally, you will see a list of objectives on the assignment and your scores for each objective.

   If you want a printed copy of the summary, select **Print** (F), then select your printer. (The printed copy may also include the correct answers to missed questions and a signature line for parents; teachers set this in the TOPS Report and Online Review preference—see page 234.)



9. When you are done reading the results, select **Done** (G).

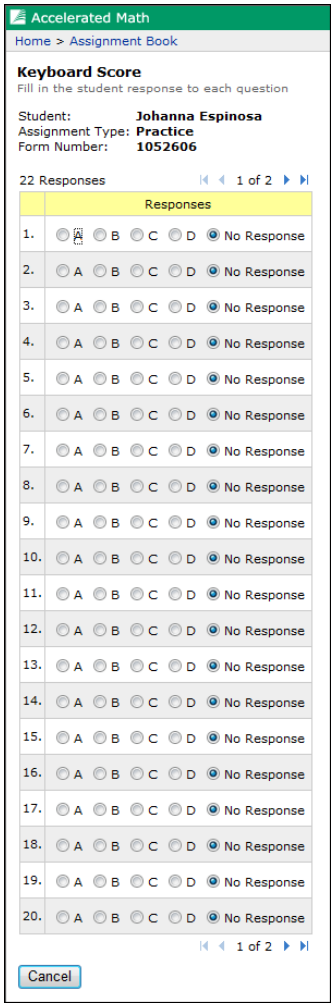
How Teachers Score Paper Assignments in the Assignment Book

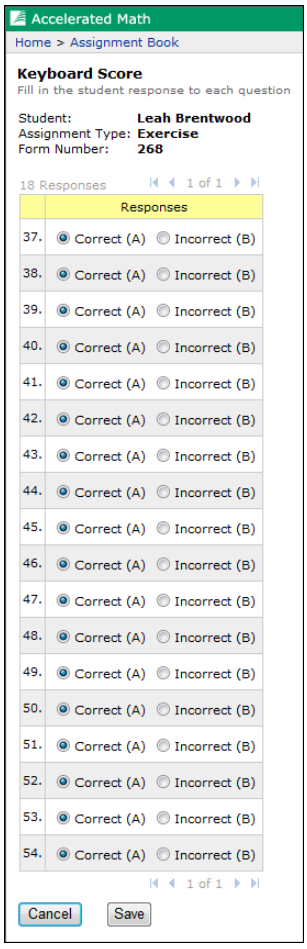
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments scored. See page 69.
2. Click **Keyboard Score** on the left side of the page.
3. Enter the first student's form number; then, click **Score**.
4. For assisted-response assignments, click or type the letter that shows the student's answer to each problem. For free-response assignments, click **Correct** or **Incorrect** for each problem. If the problems are split into more than one page as shown in the first example below, click ▶ to go to the next group of problems and ◀ to go back. ▶| takes you to the last page, and |◀ takes you to the first page.


Accelerated Math
Home > Assignment Book
Keyboard Score
Fill in the student response to each question
Student: Johanna Espinosa
Assignment Type: Practice
Form Number: 1052606
22 Responses
1 of 2
Responses
1. A B C D No Response
2. A B C D No Response
3. A B C D No Response
4. A B C D No Response
5. A B C D No Response
6. A B C D No Response
7. A B C D No Response
8. A B C D No Response
9. A B C D No Response
10. A B C D No Response
11. A B C D No Response
12. A B C D No Response
13. A B C D No Response
14. A B C D No Response
15. A B C D No Response
16. A B C D No Response
17. A B C D No Response
18. A B C D No Response
19. A B C D No Response
20. A B C D No Response
1 of 2
Cancel


Accelerated Math
Home > Assignment Book
Keyboard Score
Fill in the student response to each question
Student: Leah Brentwood
Assignment Type: Exercise
Form Number: 268
18 Responses
1 of 1
Responses
37. Correct (A) Incorrect (B)
38. Correct (A) Incorrect (B)
39. Correct (A) Incorrect (B)
40. Correct (A) Incorrect (B)
41. Correct (A) Incorrect (B)
42. Correct (A) Incorrect (B)
43. Correct (A) Incorrect (B)
44. Correct (A) Incorrect (B)
45. Correct (A) Incorrect (B)
46. Correct (A) Incorrect (B)
47. Correct (A) Incorrect (B)
48. Correct (A) Incorrect (B)
49. Correct (A) Incorrect (B)
50. Correct (A) Incorrect (B)
51. Correct (A) Incorrect (B)
52. Correct (A) Incorrect (B)
53. Correct (A) Incorrect (B)
54. Correct (A) Incorrect (B)
1 of 1
Cancel
Save

5. Click **Save**. (If the problems are split into multiple pages, the Save button is only on the last page.) The assignment will be scored, and a TOPS Report will be printed.

Form numbers: *Form numbers identify the student and the assignment. Each student has a unique form number, and form numbers are unique for each type of paper assignment. (For example, a student's practices and exercises have different form numbers.) Accelerated Math keeps using a form number for a student and assignment type until the card is full or almost full to make the best use of your scan cards.*

6. To score another student's assignment, enter the form number and click **Score**; then, repeat steps 3–5 above.

   To finish scoring for now, click **Done**.

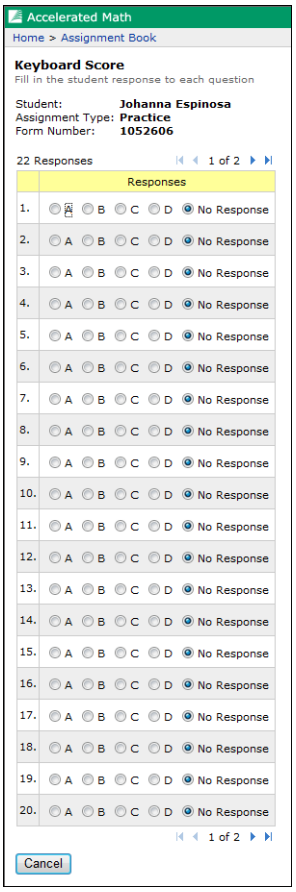
Rescoring Paper Assignments

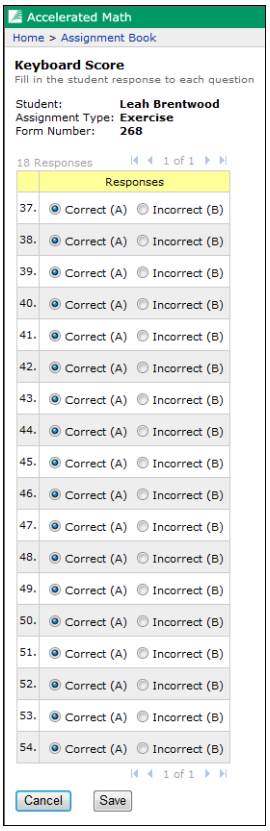
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments rescored. See page 69.
2. Do one of the following:
   - Click the student's name in the Assignment Book to see Student Details. In the list of Outstanding (unscored) assignments, click **Rescore** in the row for the assignment.
   - Click **Keyboard Score** on the left side of the page, type the form number, and click **Rescore**. On the next page, click **Rescore** in the row for the assignment that needs to be scored again.
3. To change the student's answers for assisted-response assignments, click the answer the student gave to each problem. For free-response assignments, click **Correct** or **Incorrect** for each problem. If the problems are split into more than one page as shown in the first example below, click ▶ to go to the next group of problems and ◀ to go back. ▶| takes you to the last page, and |◀ takes you to the first page.
4. Click **Save** on the last page of problems. The assignment will be rescored, and a TOPS Report will be printed.


Accelerated Math
Home > Assignment Book
Keyboard Score
Fill in the student response to each question
Student: Johanna Espinosa
Assignment Type: Practice
Form Number: 1052606
22 Responses
1 of 2
Responses
1. A B C D No Response
2. A B C D No Response
3. A B C D No Response
4. A B C D No Response
5. A B C D No Response
6. A B C D No Response
7. A B C D No Response
8. A B C D No Response
9. A B C D No Response
10. A B C D No Response
11. A B C D No Response
12. A B C D No Response
13. A B C D No Response
14. A B C D No Response
15. A B C D No Response
16. A B C D No Response
17. A B C D No Response
18. A B C D No Response
19. A B C D No Response
20. A B C D No Response
1 of 2
Cancel

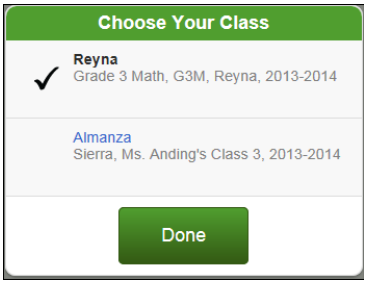

Accelerated Math
Home > Assignment Book
Keyboard Score
Fill in the student response to each question
Student: Leah Brentwood
Assignment Type: Exercise
Form Number: 268
18 Responses
1 of 1
Responses
37. Correct (A) Incorrect (B)
38. Correct (A) Incorrect (B)
39. Correct (A) Incorrect (B)
40. Correct (A) Incorrect (B)
41. Correct (A) Incorrect (B)
42. Correct (A) Incorrect (B)
43. Correct (A) Incorrect (B)
44. Correct (A) Incorrect (B)
45. Correct (A) Incorrect (B)
46. Correct (A) Incorrect (B)
47. Correct (A) Incorrect (B)
48. Correct (A) Incorrect (B)
49. Correct (A) Incorrect (B)
50. Correct (A) Incorrect (B)
51. Correct (A) Incorrect (B)
52. Correct (A) Incorrect (B)
53. Correct (A) Incorrect (B)
54. Correct (A) Incorrect (B)
1 of 1
Cancel
Save

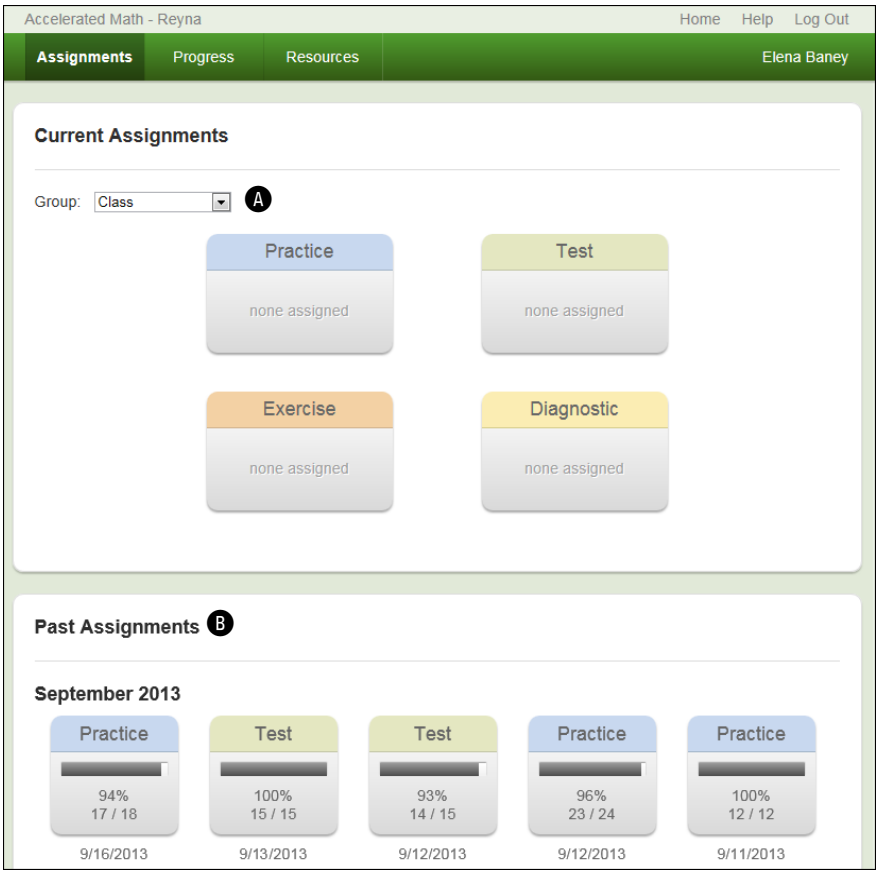
5. If you entered a form number, enter another one and click **Rescore,** or click **Done**.

How Students Review Past Paper Assignments

When students log in to the Accelerated Math software on a computer or tablet, they can review their work on past assignments by following these steps:

1. On the student Home page, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to review work for. Then, select **Done**.
3. If you see a **Group** drop-down list Ⓐ, use it to choose whether to review work for the class or for a group.



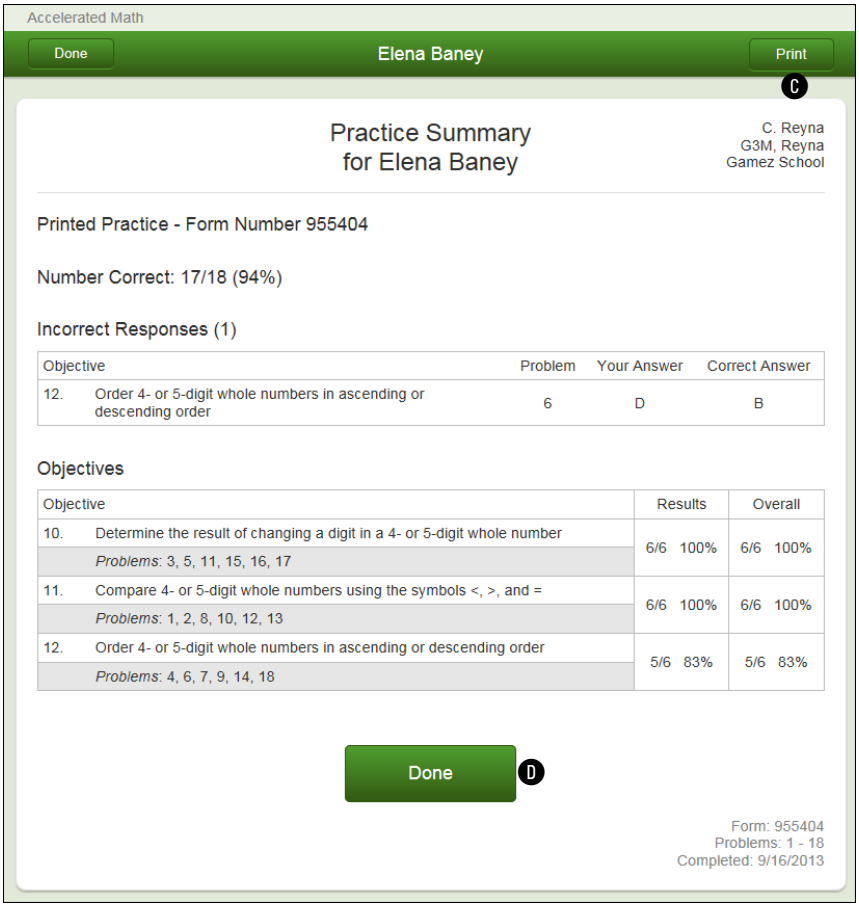


4. Look at the Past Assignments toward the bottom of the Assignments page Ⓑ. For each assignment, you'll see the type, your percent score, the number of problems that you answered correctly, and when you finished the assignment. If you want more information, select an assignment.

Students can change the class that they are working in later. *See page 104.*

5. You will see your score (number correct and percent) and the number of incorrect responses you chose. Then, you will see a list of the problems for each objective and your answer, and you may see the correct answer. Finally, you will see a list of objectives on the assignment and your scores for each objective.

   If you want a printed copy of the summary, select **Print** C, then select your printer. (The printed copy may also include the correct answers to missed questions and a signature line for parents; teachers set this in the TOPS Report and Online Review preference—see page 234.)



6. When you are done reviewing your work, select **Done** D.

The teacher sets whether students see the correct answer *using the TOPS Report and Online Review preference. See page 234.*

Deleting Unscored Paper Assignments

How you delete unscored paper assignments depends on whether you are deleting them for one student or more than one student.

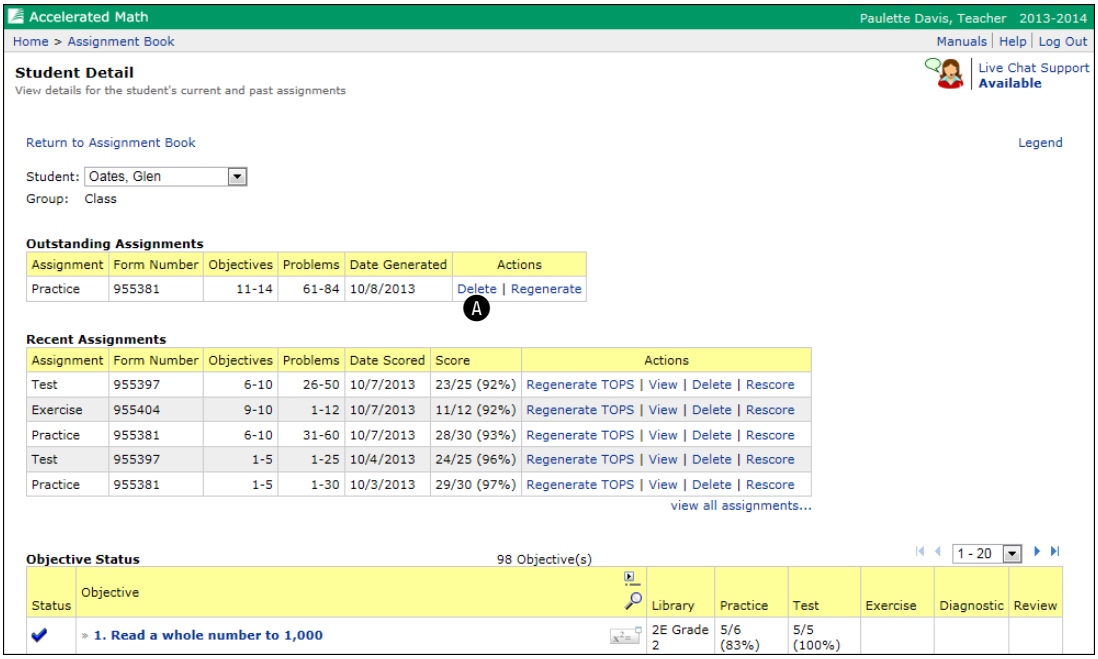
How to Delete an Unscored Paper Assignment for One Student

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Click the student's name in the Assignment Book.
3. If necessary, select a different group from the **Group** drop-down list on the Student Detail page.
4. On the Student Detail page, click **Delete** in the row for the Outstanding assignment that you need to delete Ⓐ.


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Oates, Glen
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | 955381 | 11-14 | 61-84 | 10/8/2013 | Delete | Regenerate
A
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions
Test | 955397 | 6-10 | 26-50 | 10/7/2013 | 23/25 (92%) | Regenerate TOPS | View | Delete | Rescore
Exercise | 955404 | 9-10 | 1-12 | 10/7/2013 | 11/12 (92%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 6-10 | 31-60 | 10/7/2013 | 28/30 (93%) | Regenerate TOPS | View | Delete | Rescore
Test | 955397 | 1-5 | 1-25 | 10/4/2013 | 24/25 (96%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 1-5 | 1-30 | 10/3/2013 | 29/30 (97%) | Regenerate TOPS | View | Delete | Rescore
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
» 1. Read a whole number to 1,000
2E Grade 2
5/6 (83%)
5/5 (100%)

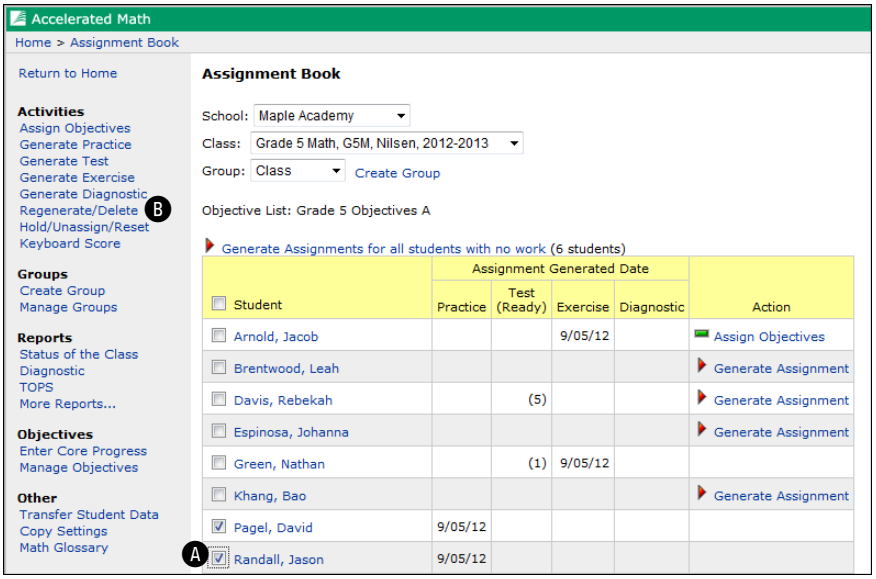
How to Delete Unscored Paper Assignments for More Than One Student

Who Can Do This?

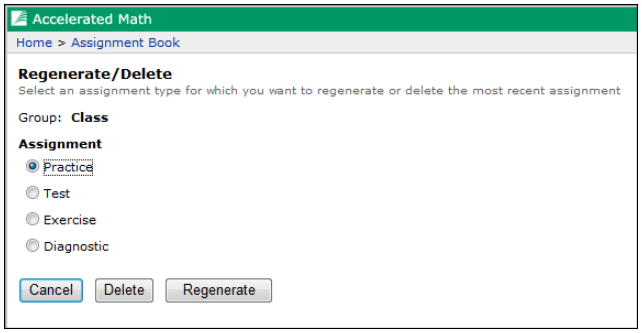
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Check the box next to each student who needs an assignment deleted Ⓐ. To select all students in the class or group, check the box next to Student at the top of the column.



3. Click **Regenerate/Delete** on the left side of the page Ⓑ.
4. Click the type of assignment that you need to delete; then, click **Delete**.



Deleting Scored Paper Assignments for Individual Students

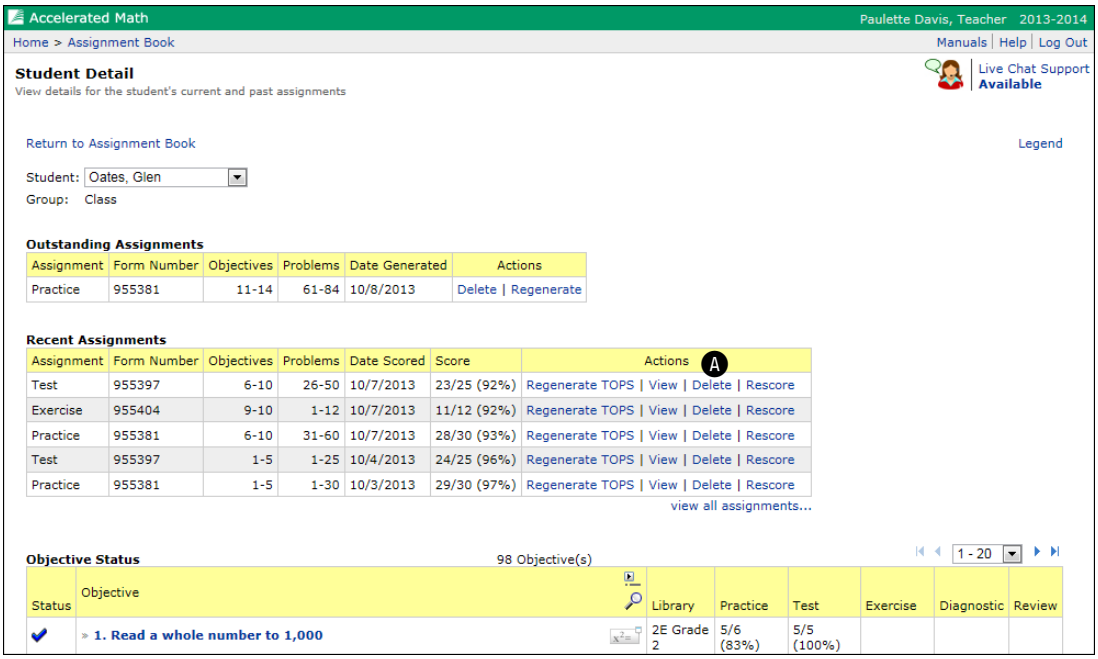
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Follow these steps if you need to delete a scored paper assignment. *Note that you cannot recover scored assignments that you delete, and deleting assignments can affect the student's status or progress toward mastery of objectives.* Deleting scored assignments is generally not recommended; it is intended for situations where the score does not reflect the student's actual work.

1. View the Assignment Book for the class or group that needs assignments deleted. See page 69.
2. Click the student's name in the Assignment Book.
3. If necessary, select a different group from the **Group** drop-down list on the Student Detail page.
4. On the Student Detail page, click **Delete** in the row for the scored (Recent) assignment that you need to delete Ⓐ.

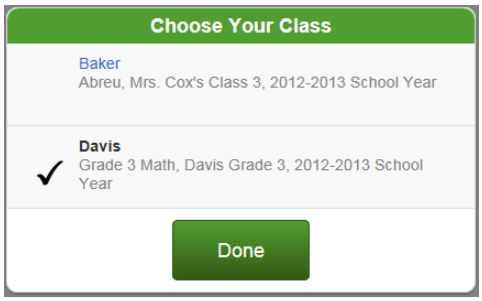

Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Oates, Glen
Group: Class
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | 955381 | 11-14 | 61-84 | 10/8/2013 | Delete | Regenerate
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions Ⓐ
Test | 955397 | 6-10 | 26-50 | 10/7/2013 | 23/25 (92%) | Regenerate TOPS | View | Delete | Rescore
Exercise | 955404 | 9-10 | 1-12 | 10/7/2013 | 11/12 (92%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 6-10 | 31-60 | 10/7/2013 | 28/30 (93%) | Regenerate TOPS | View | Delete | Rescore
Test | 955397 | 1-5 | 1-25 | 10/4/2013 | 24/25 (96%) | Regenerate TOPS | View | Delete | Rescore
Practice | 955381 | 1-5 | 1-30 | 10/3/2013 | 29/30 (97%) | Regenerate TOPS | View | Delete | Rescore
view all assignments...
Objective Status
98 Objective(s)
1 - 20
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
1. Read a whole number to 1,000 | 2E Grade 2 | 5/6 (83%) | 5/5 (100%)

5. A message will remind you that this removes all scored data for the assignment, and you cannot undo it or recover the score. If you are sure that you want to continue, click **OK**. The assignment will then be removed.

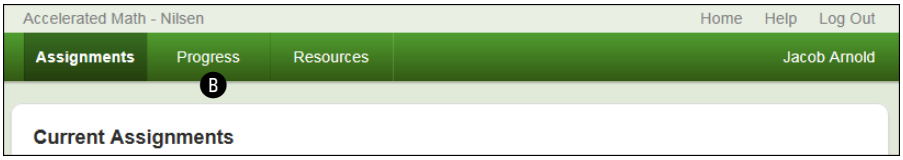
How Students View Their Progress

Students can view their progress when they log in to the Accelerated Math software, regardless of whether they have been using online or paper assignments. To view progress, students follow these steps:

1. On the student Home page, select **Accelerated Math**.
2. If a Choose Your Class window opens, select the class that you want to see your progress for. Then, select **Done**.

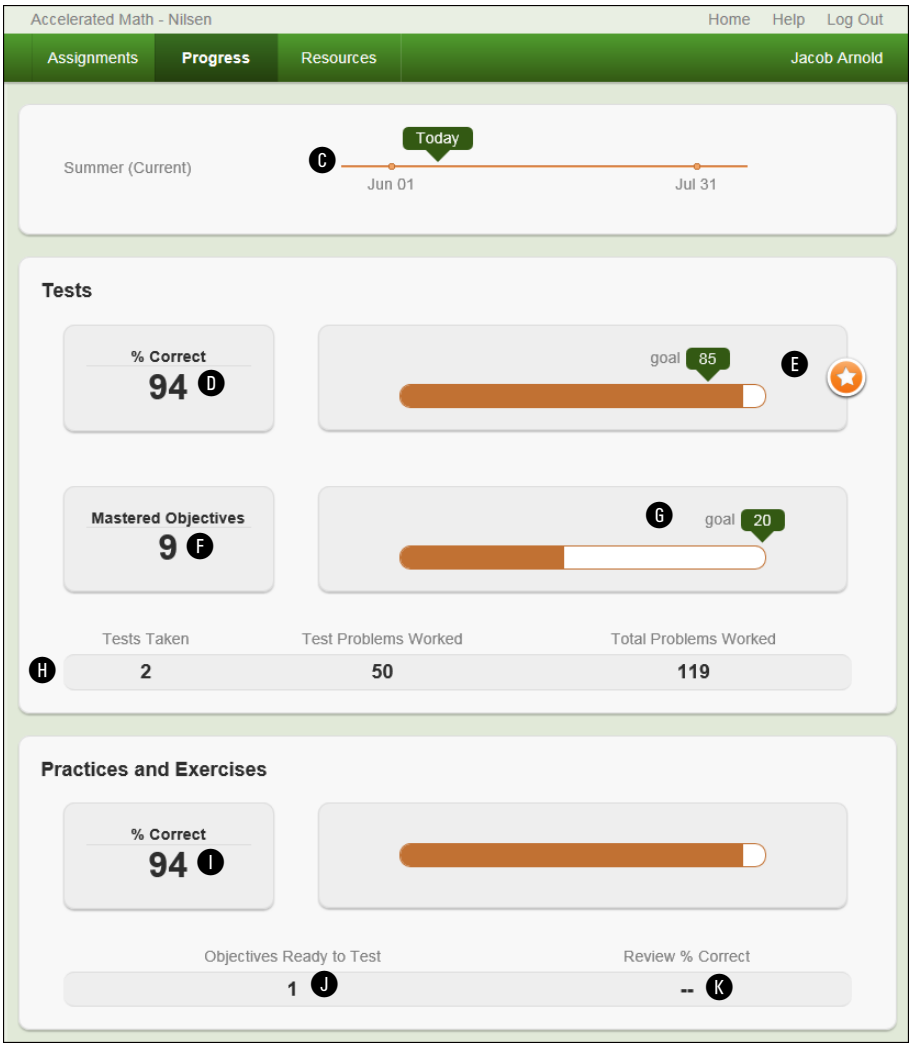


3. Select **Progress** Ⓑ at the top of the page.



4. The progress page will open. The page shows you:
   - Where today's date falls in the marking period (Ⓒ on the next page) (if you chose a marking period instead of the whole school year).
   - Your overall percent correct on tests this marking period Ⓓ.
   - Your progress towards the percent correct goal Ⓔ. A star means you have met the goal so far.
   - The number of objectives that you have mastered in this marking period Ⓕ.
   - Your progress toward your mastered objectives goal Ⓖ. A star means you have met the goal.
   - How many tests you've taken, how many problems you've worked on tests, and how many problems you have worked in all Ⓗ.
   - Your percent correct on practices and tests Ⓘ.
   - How many objective that you're ready to take a test on now Ⓙ.
   - Your percent correct on review problems Ⓚ.

Students can change the class that they are working in later. *See page 104.*


Accelerated Math - Nilsen
Home
Help
Log Out
Assignments
Progress
Resources
Jacob Arnold
Summer (Current)
C
Today
Jun 01
Jul 31
Tests
% Correct
94
D
goal
85
E
Mastered Objectives
9
F
G
goal
20
Tests Taken
Test Problems Worked
Total Problems Worked
H
2
50
119
Practices and Exercises
% Correct
94
I
Objectives Ready to Test
Review % Correct
1
J
--
K

Managing Student Work

The procedures in this chapter explain how to view information about your students' work, transfer work, manage the status of objectives, use the math glossary, set up groups, and print reports in the Assignment Book.

Viewing a Student's Details

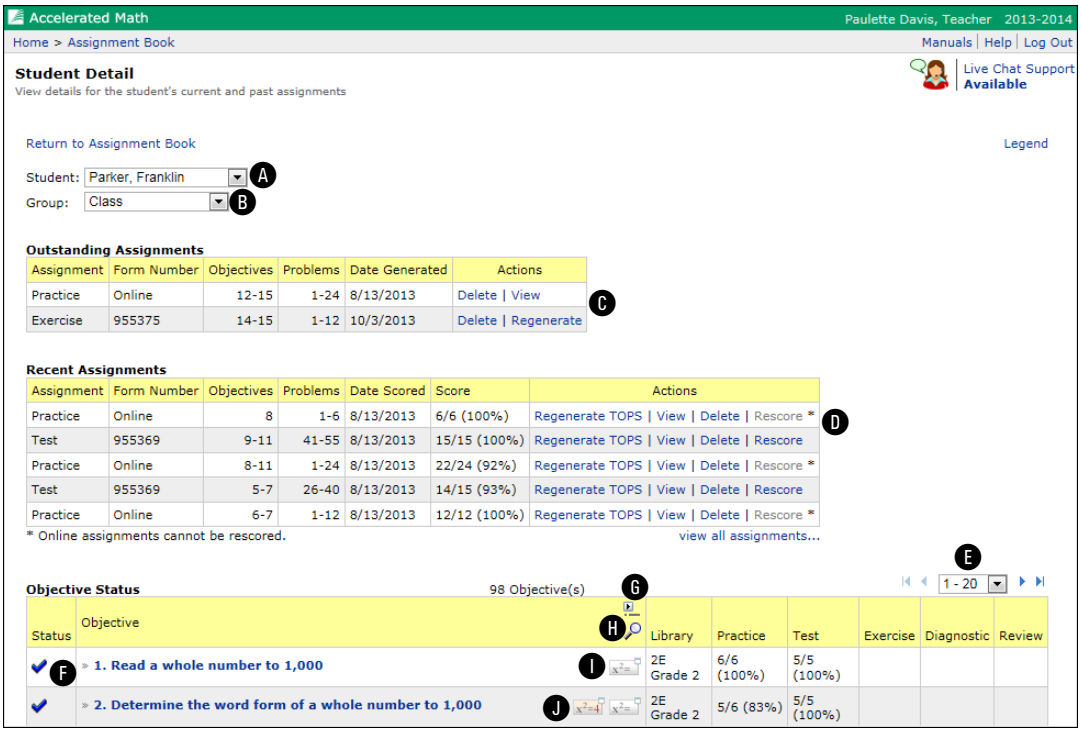
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

When you view students' details, you can see their outstanding assignments, the assignments they recently completed, and their status for every objective.

1. View the Assignment Book for the class. See page 69.
2. Click the student's name in the Assignment Book to see the Student Detail page (shown on the next page).


Accelerated Math
Paulette Davis, Teacher 2013-2014
Home > Assignment Book
Manuals | Help | Log Out
Student Detail
View details for the student's current and past assignments
Live Chat Support Available
Return to Assignment Book
Legend
Student: Parker, Franklin
Group: Class
A
B
Outstanding Assignments
Assignment | Form Number | Objectives | Problems | Date Generated | Actions
Practice | Online | 12-15 | 1-24 | 8/13/2013 | Delete | View
Exercise | 955375 | 14-15 | 1-12 | 10/3/2013 | Delete | Regenerate
C
Recent Assignments
Assignment | Form Number | Objectives | Problems | Date Scored | Score | Actions
Practice | Online | 8 | 1-6 | 8/13/2013 | 6/6 (100%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 9-11 | 41-55 | 8/13/2013 | 15/15 (100%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 8-11 | 1-24 | 8/13/2013 | 22/24 (92%) | Regenerate TOPS | View | Delete | Rescore *
Test | 955369 | 5-7 | 26-40 | 8/13/2013 | 14/15 (93%) | Regenerate TOPS | View | Delete | Rescore
Practice | Online | 6-7 | 1-12 | 8/13/2013 | 12/12 (100%) | Regenerate TOPS | View | Delete | Rescore *
D
* Online assignments cannot be rescored.
view all assignments...
E
1 - 20
Objective Status
98 Objective(s)
G
Status | Objective | Library | Practice | Test | Exercise | Diagnostic | Review
F
» 1. Read a whole number to 1,000
I
2E Grade 2 | 6/6 (100%) | 5/5 (100%)
» 2. Determine the word form of a whole number to 1,000
J
2E Grade 2 | 5/6 (83%) | 5/5 (100%)

A To change to a different student, choose the student name from the drop-down list.

B If the student is in a group, you can view the student's work for his or her group (see page 158) or the class as a whole. Use this drop-down list to choose what you want to see.

C These links let you delete unscored assignments, view online assignments, or regenerate unscored paper assignments.

D These links let you regenerate TOPS Reports for all assignments, view or delete scored assignments, or rescore scored paper assignments. Click **view all assignments** below the list to see a complete list.

E You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

F The symbols show the student's status for each objective. To see symbol names, move your mouse over a symbol or click **Legend** in the upper-right area of the page.

G Click this arrow to show the standards related to objectives. Click it again to hide the standards. (Objectives in bold are related to your standards. Core objectives are marked with a bullet.)

H To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.

I To see sample problems for an objective, click this icon.

J If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Transferring Student Data from One Class to Another

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

You may want to transfer a student's work from one class to another if the student is working on the same objectives. If an administrator has imported students from a desktop version of Accelerated Math, you can also use this feature to bring their previous Accelerated Math work into the current version.

You can transfer data if

- The work from the old class is within the same marking period as the new class.
- The student is no longer enrolled in the original class.

How Data Is Transferred from and to Groups in a Class

You can transfer all of the student's work from the original class—work for the class as a whole and work for groups in the original class. However, all of the work is transferred into the new class as a whole, not into groups in the new class. If a student worked on some objectives in a group in the original class, and the same objectives are used for a group in the new class, the results of the past work will not be transferred into the group, but the status of the objectives will reflect the past work.

Example 1: Suppose Andrew mastered Grade 3 objectives 1–10 for Group A in Mr. Brown's class. He is transferred to Mrs. Smith's class and put in the Advanced Group, which is also using the Grade 3 objectives. Objectives 1–10 will still be shown as mastered, but you won't see the results of past work in reports for Mrs. Smith's class or the Advanced Group.

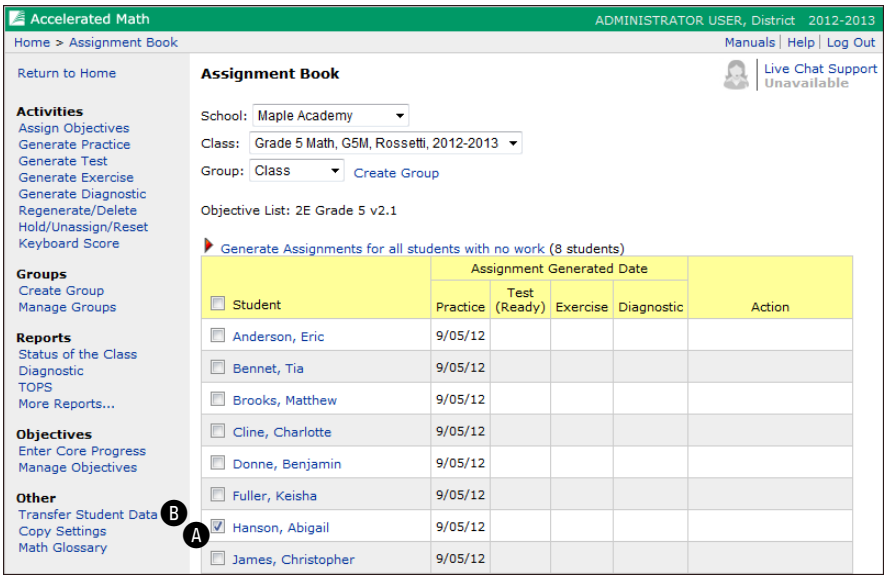
Example 2: Suppose Johanna mastered Grade 2 objectives 1–25 for Group B in Mr. Johnson's class. She is transferred to Ms. Lowell's class. Ms. Lowell's class as a whole is using the Grade 2 objective list. Objectives 1–25 are shown as mastered for Johanna, and you can see the results of past work in reports for Ms. Lowell's class.

How to Transfer Student Data from One Class to Another

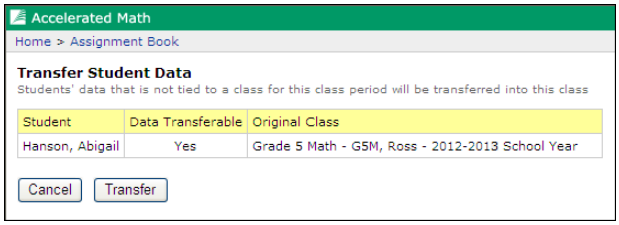
1. View the Assignment Book for the class that you want to transfer student work **into**. See page 69. (You do not need to select a group; see the information above.)

When you transfer Assignment Book data, you're also transferring extended response data. *The program transfers all of the student's work at once.*

2. Check the box next to each student who needs data transferred Ⓐ. To select all students in the class, check the box next to Student at the top of the column.



3. Click **Transfer Student Data** on the left side of the page Ⓑ.
4. Make sure that all students have data that can be transferred. Then, click **Transfer**.


Accelerated Math
Home > Assignment Book
Transfer Student Data
Students' data that is not tied to a class for this class period will be transferred into this class
Student
Data Transferable
Original Class
Hanson, Abigail
Yes
Grade 5 Math - G5M, Ross - 2012-2013 School Year
Cancel
Transfer

Student Capacity Limit

Your Accelerated Math student capacity limit determines how many students can receive Accelerated Math assignments during your subscription. Your school or district purchased this capacity with the software. Each student that has received at least one Accelerated Math assignment counts toward your student capacity limit.

If you reach your student capacity limit, you cannot generate assignments for students who have not yet received an Accelerated Math assignment during this period. Accelerated Math will notify you that you have reached the student capacity limit.

If you need to expand the limit, contact Renaissance Learning to purchase additional capacity (or see the Renaissance Learning website). To view or manage student capacity, see the *Renaissance Place Software Manual*.

Putting Objectives on Hold

Who Can Do This?

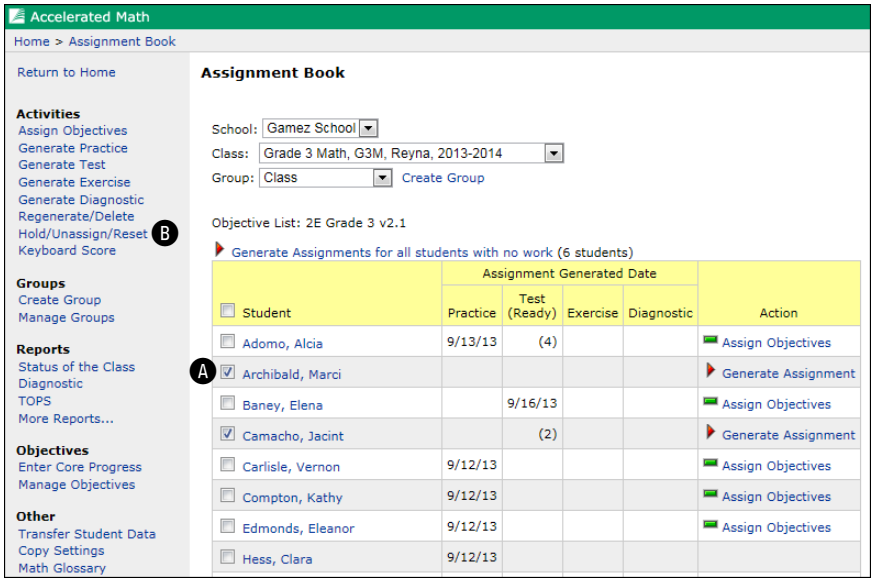
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

When you put an objective on hold, Accelerated Math will not include the objective on any assignments. You can make objectives that are on hold active again by assigning them.

When you reassign the objectives, most will return to their previous status. However, objectives that were marked *Intervene* (▮) will go back to the *Assigned* (▬) state, and all work on those objectives will be lost.

1. View the Assignment Book for the class or group that needs objectives put on hold. See page 69.
2. Check the box next to each student who needs an objective put on hold Ⓐ. To select all students in the class or group, check the box next to **Student** at the top of the column.

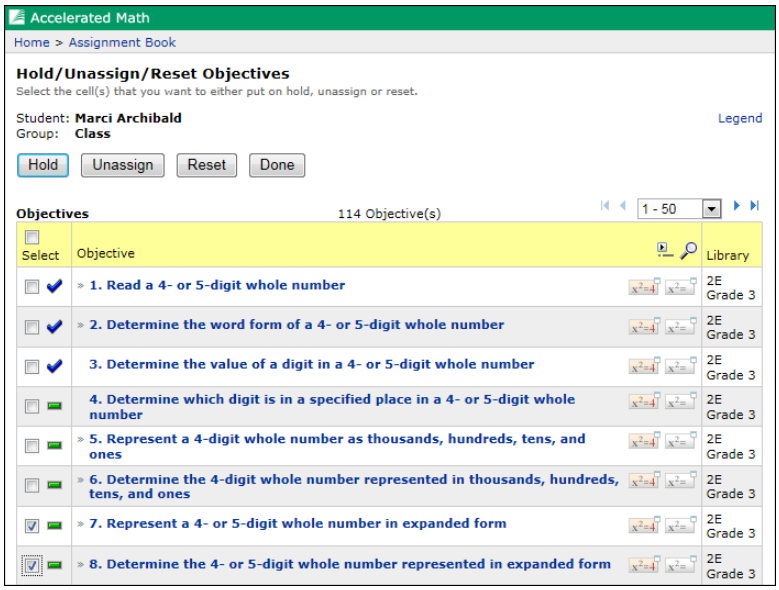


3. Click **Hold/Unassign/Reset** on the left side of the page Ⓑ.
4. Find the objectives that you want to put on hold, and check the box next to each of those objectives.

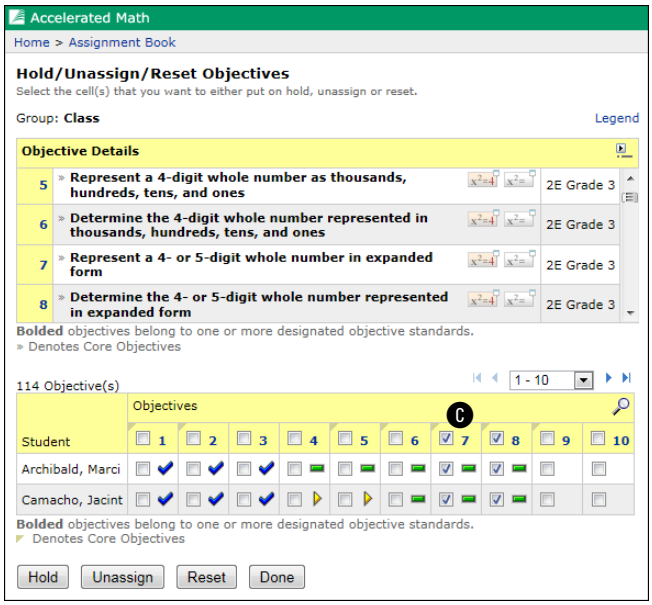
   If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students (see Ⓒ on the next page). If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.

If the student has the same objective in more than one group or in both a group and the class, *putting the objective on hold in one place affects the other places as well.*

Page with one student selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Student: Marci Archibald
Group: Class
Legend
Hold
Unassign
Reset
Done
Objectives
114 Objective(s)
1 - 50
Select
Objective
Library
» 1. Read a 4- or 5-digit whole number
» 2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
» 6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
» 7. Represent a 4- or 5-digit whole number in expanded form
» 8. Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Group: Class
Legend
Objective Details
5 » Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6 » Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7 » Represent a 4- or 5-digit whole number in expanded form
8 » Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
C
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Camacho, Jacint
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Hold
Unassign
Reset
Done

Symbol	Purpose
Objective Status symbols (, , etc.)	To show the status of the student's work on the objective. For the status name, move the mouse over the symbol. Click **Legend** in the upper-right area of the page for more information.
	Click this to see sample problems for the objective.
	Click this (if available) to see worked examples for the objective.
	Click this to show the related standards below each objective. (Objectives in bold are related to your standards.)
	Click this to search for specific objectives. In the window that opens, type words to search for, then click **Search** to see only matching objectives. To see the full list again, click **Show All**.
	You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click . Click to go back one group. Click to go to the last group, or to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
» 17	A double arrow or a shaded corner indicates a core objective.

5. Click **Hold**. You will see the *Hold* symbol ( ) next to each of the objectives.
6. Click **Done**.

Resetting Objectives

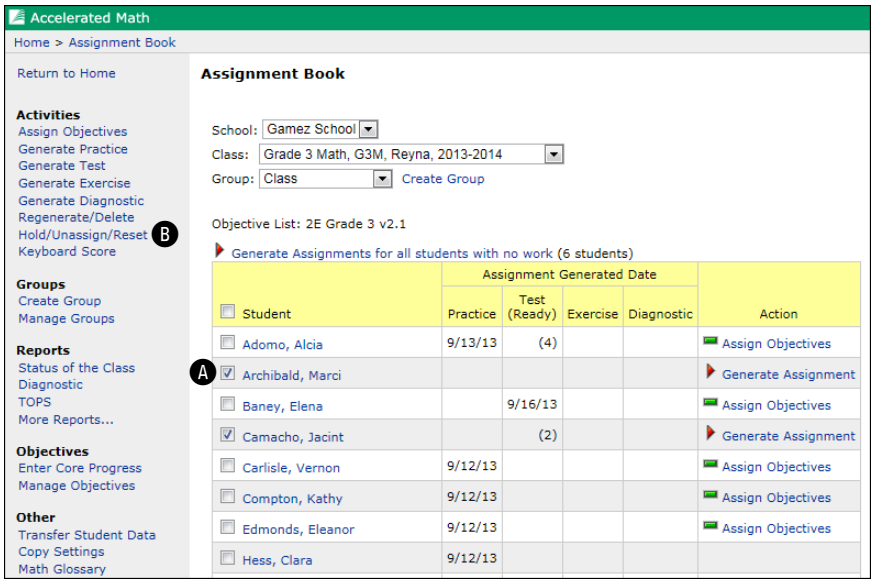
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

When you reset an objective, Accelerated Math **permanently** removes all of a student's scored work for that objective and returns the status to *Assigned* ( ). Outstanding (unscored) assignments that include the objective can still be completed or scored, but the student's work on the objective will not be counted toward progress on that objective.

1. View the Assignment Book for the class or group that needs objectives reset. See page 69.
2. Check the box next to each student who needs an objective reset Ⓐ. To select all students in the class or group, check the box next to Student at the top of the column.

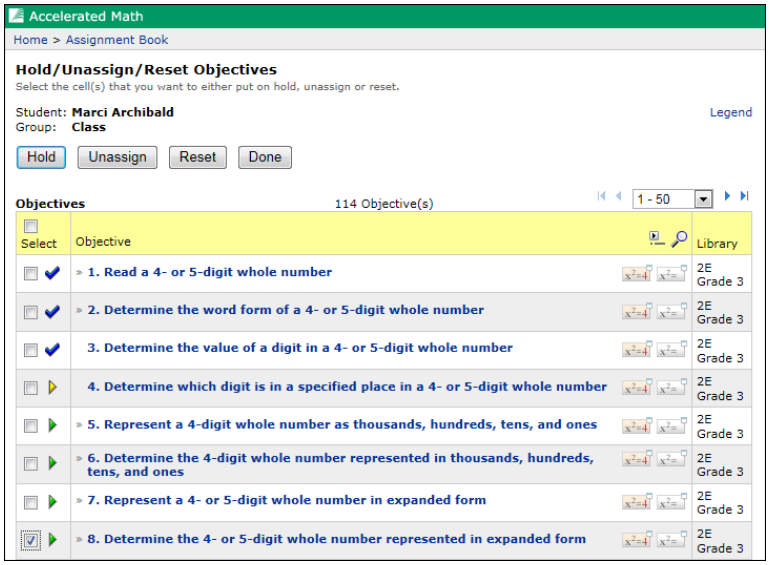


3. Click **Hold/Unassign/Reset** on the left side of the page Ⓑ.
4. Find the objectives that you want to reset, and check the box next to each of those objectives.

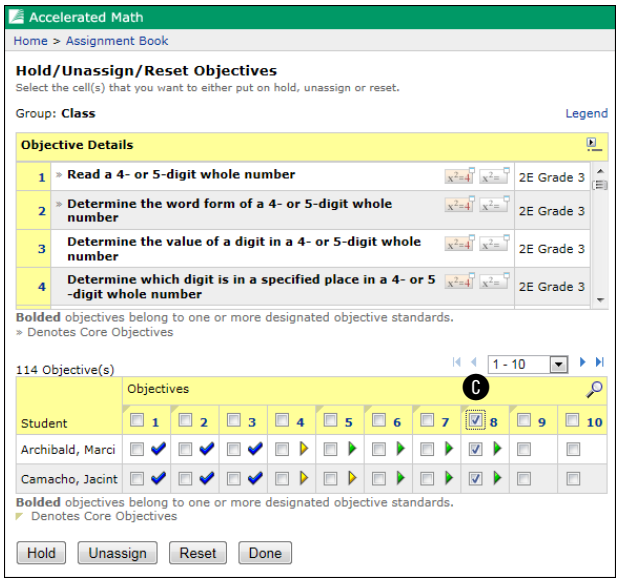
   If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students (see Ⓒ on the next page). If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.

If the student has the same objective in more than one group or in both a group and the class, *resetting the objective in one place affects the other places as well.*

Page with one student selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Student: Marci Archibald
Group: Class
Legend
Hold
Unassign
Reset
Done
Objectives
114 Objective(s)
1 - 50
Select
Objective
Library
1. Read a 4- or 5-digit whole number
2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7. Represent a 4- or 5-digit whole number in expanded form
8. Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Group: Class
Legend
Objective Details
1 Read a 4- or 5-digit whole number
2 Determine the word form of a 4- or 5-digit whole number
3 Determine the value of a digit in a 4- or 5-digit whole number
4 Determine which digit is in a specified place in a 4- or 5-digit whole number
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
C
Objectives
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Camacho, Jacint
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Hold
Unassign
Reset
Done

Symbol	Purpose
Objective Status symbols (, , etc.)	To show the status of the student's work on the objective. For the status name, move the mouse over the symbol. Click **Legend** in the upper-right area of the page for more information.
	Click this to see sample problems for the objective.
	Click this (if available) to see worked examples for the objective.
	Click this to show the related standards below each objective. (Objectives in bold are related to your standards.)
	Click this to search for specific objectives. In the window that opens, type words to search for, then click **Search** to see only matching objectives. To see the full list again, click **Show All**.
	You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click . Click to go back one group. Click to go to the last group, or to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
» 17	A double arrow or a shaded corner indicates a core objective.

5. Click **Reset**.
6. Click **OK** when the program asks if you are sure you want to reset the objectives. You'll see the *Assigned* symbol ( ) next to each of the objectives.
7. Click **Done**.

Unassigning Objectives

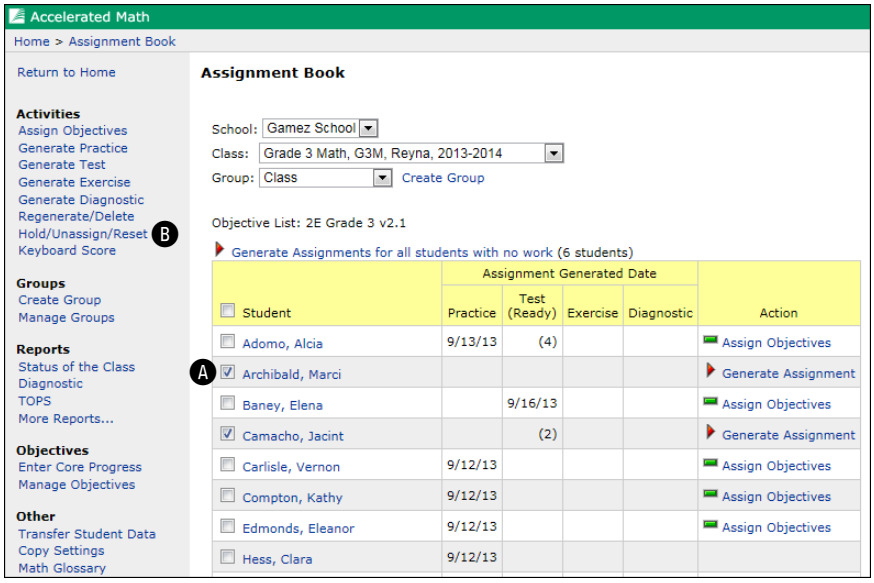
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

You can unassign objectives that have the *Assigned* (▬) status. You cannot unassign objectives for which students have done any work unless you reset the objectives first (see page 149).

1. View the Assignment Book for the class or group that needs objectives unassigned. See page 69.
2. Check the box next to each student who needs an objective unassigned Ⓐ. To select all students in the class or group, check the box next to **Student** at the top of the column.

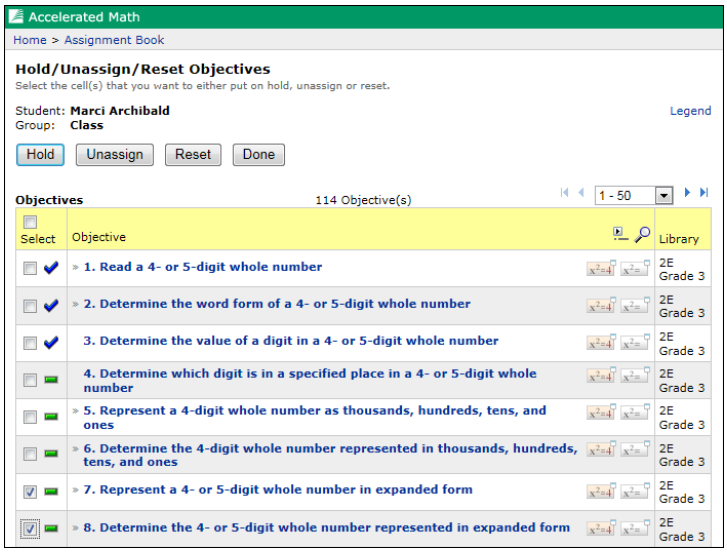


If the student has the same objective in more than one group or in both a group and the class, *unassigning the objective in one place affects the other places as well.*

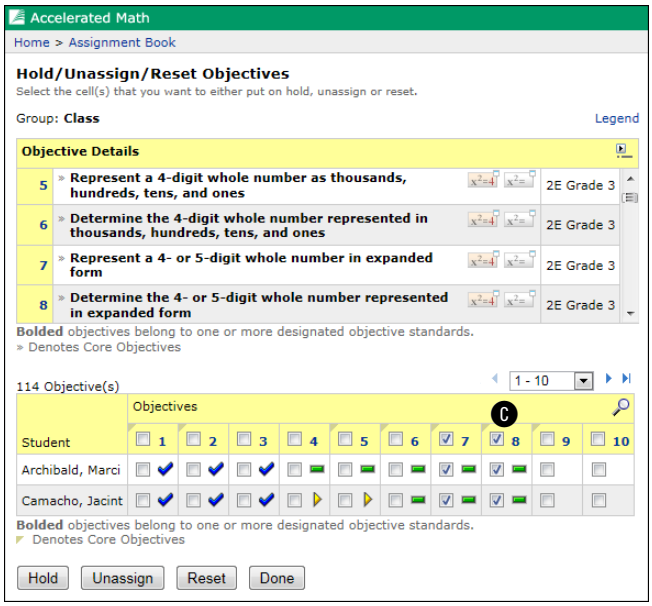
3. Click **Hold/Unassign/Reset** on the left side of the page Ⓑ.
4. Find the objectives that you want to unassign, and check the box next to each of those objectives.

   If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students (see Ⓒ on the next page). If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.

Page with one student selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Student: Marci Archibald
Group: Class
Legend
Hold
Unassign
Reset
Done
Objectives
114 Objective(s)
1 - 50
Select
Objective
Library
» 1. Read a 4- or 5-digit whole number
» 2. Determine the word form of a 4- or 5-digit whole number
3. Determine the value of a digit in a 4- or 5-digit whole number
4. Determine which digit is in a specified place in a 4- or 5-digit whole number
» 5. Represent a 4-digit whole number as thousands, hundreds, tens, and ones
» 6. Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
» 7. Represent a 4- or 5-digit whole number in expanded form
» 8. Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3

Page with multiple students selected


Accelerated Math
Home > Assignment Book
Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.
Group: Class
Legend
Objective Details
5 » Represent a 4-digit whole number as thousands, hundreds, tens, and ones
6 » Determine the 4-digit whole number represented in thousands, hundreds, tens, and ones
7 » Represent a 4- or 5-digit whole number in expanded form
8 » Determine the 4- or 5-digit whole number represented in expanded form
2E Grade 3
Bolded objectives belong to one or more designated objective standards.
» Denotes Core Objectives
114 Objective(s)
1 - 10
Objectives
C
Student
1 2 3 4 5 6 7 8 9 10
Archibald, Marci
Camacho, Jacint
Bolded objectives belong to one or more designated objective standards.
Denotes Core Objectives
Hold
Unassign
Reset
Done

Symbol	Purpose
Objective Status symbols (, , etc.)	To show the status of the student's work on the objective. For the status name, move the mouse over the symbol. Click **Legend** in the upper-right area of the page for more information.
	Click this to see sample problems for the objective.
	Click this (if available) to see worked examples for the objective.
	Click this to show the related standards below each objective. (Objectives in bold are related to your standards.)
	Click this to search for specific objectives. In the window that opens, type words to search for, then click **Search** to see only matching objectives. To see the full list again, click **Show All**.
	You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click . Click to go back one group. Click to go to the last group, or to go to the first group. Use the drop-down list to choose a specific group of objectives by number.
» 17	A double arrow or a shaded corner indicates a core objective.

If the program tells you some objectives could not be unassigned, *you chose some objectives that have not yet been assigned. This can happen when you select an objective at the top of the column, and some students have never had the objective assigned.*

5. Click **Unassign**. All symbols will be removed for these objectives.
6. Click **Done**.

Printing Reports from the Assignment Book

How to Print the Diagnostic or Status of the Class Report in the Assignment Book

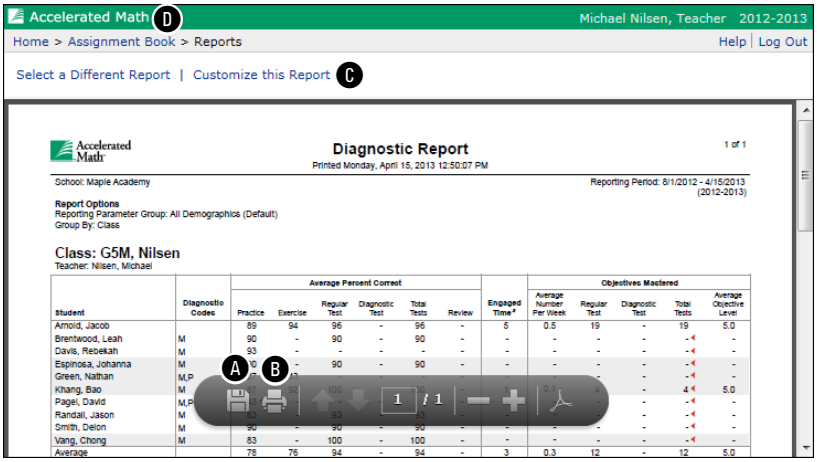
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Assignment Book for the class or group. See page 69.
2. Click the name of the report (**Diagnostic** or **Status of the Class**) on the left side of the page.
3. Accelerated Math will generate the report. When it's ready, the report will open in a browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



A Click the save button to save the report.

B Click the print button to print the report.

C These links let you customize the report or choose a different Accelerated Math report.

D Click **Assignment Book** in the navigation bar at the top to go back to your class Assignment Book.

You can also print these reports from the Reports page. *See page 203.*

How to Regenerate the TOPS Report in the Assignment Book

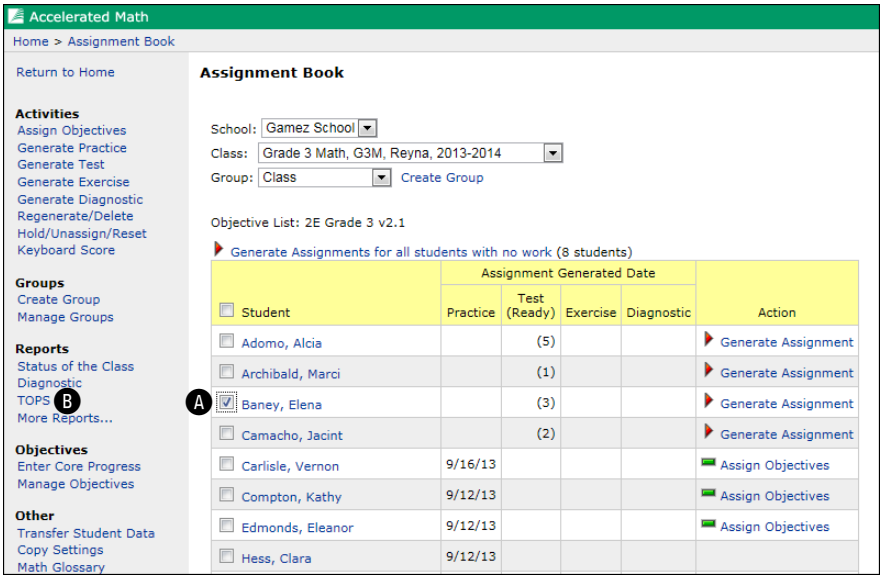
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

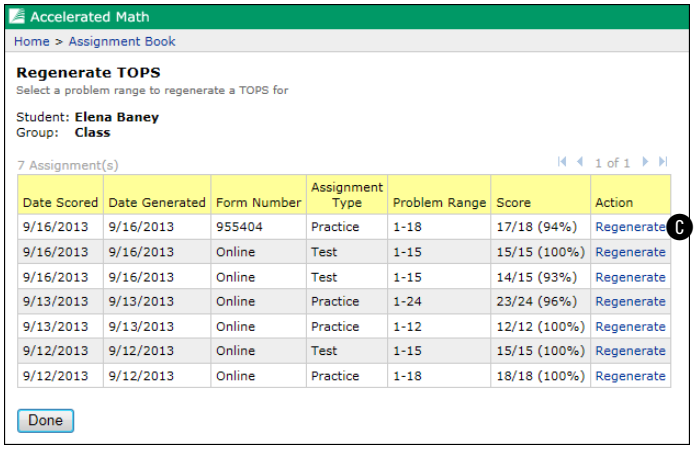
Follow these steps to print or regenerate/reprint a student's TOPS Report for any assignment in the Assignment Book:

1. View the Assignment Book for the class or group. See page 69. If you are using groups (see page 158), the group that you select will affect which assignments you can regenerate TOPS reports for.
2. Check the box next to each student who needs a TOPS Report regenerated Ⓐ. To select all students in the class or group, check the box next to Student at the top of the column.



3. Click **TOPS** on the left side of the page Ⓑ.

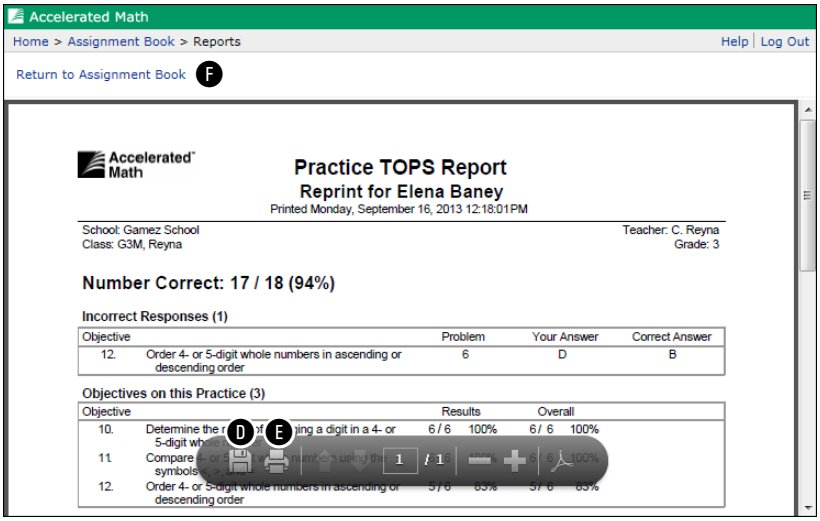
4. If you chose just one student, the next page will show you the assignments that the student has completed. Click **Regenerate** in the row for the assignment Ⓒ. If you chose more than one student, go to the next step; Accelerated Math will print each student's most recent TOPS Report.



Date Scored	Date Generated	Form Number	Assignment Type	Problem Range	Score	Action
9/16/2013	9/16/2013	955404	Practice	1-18	17/18 (94%)	Regenerate Ⓒ
9/16/2013	9/16/2013	Online	Test	1-15	15/15 (100%)	Regenerate
9/16/2013	9/16/2013	Online	Test	1-15	14/15 (93%)	Regenerate
9/13/2013	9/13/2013	Online	Practice	1-24	23/24 (96%)	Regenerate
9/13/2013	9/13/2013	Online	Practice	1-12	12/12 (100%)	Regenerate
9/12/2013	9/12/2013	Online	Test	1-15	15/15 (100%)	Regenerate
9/12/2013	9/12/2013	Online	Practice	1-18	18/18 (100%)	Regenerate

5. The Report Progress page will appear until the report is ready. Then, the report will open, either within your browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



Ⓓ Click the save button to save the report.

Ⓔ Click the print button to print the report.

Ⓕ This link takes you back to the Assignment Book.

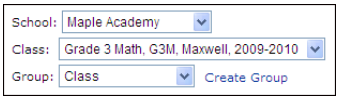
Using the Math Glossary

Accelerated Math includes a math glossary to help you define terms that appear in problems for your students' objectives. The terms available in the glossary depend on the Accelerated Math libraries that your school has.

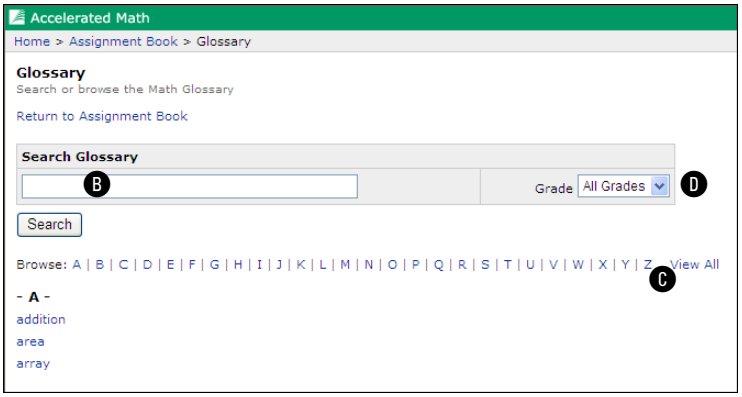
If your school has Renaissance Home Connect available, students can also access the glossary themselves; see page 175. Students can also see the math glossary when they log in to Accelerated Math; see page 98.

Teachers follow the steps below to use the math glossary:

1. On your Home page, select **Accelerated Math**, then **Assignment Book**.
2. If necessary, use the drop-down lists to choose the school, class, and/or group you want to work with.



3. Click **Math Glossary** on the left side of the Assignment Book.
4. On the Math Glossary page, there are a few ways to find a term:

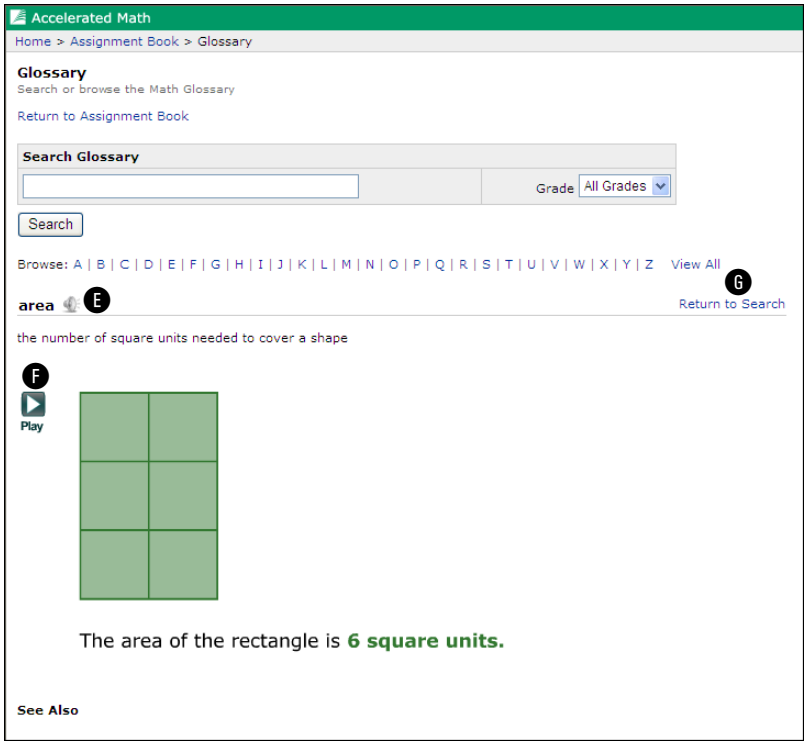

Accelerated Math
Home > Assignment Book > Glossary
Glossary
Search or browse the Math Glossary
Return to Assignment Book
Search Glossary
B
Grade All Grades
D
Search
Browse: A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z View All
C
- A -
addition
area
array

B To search for a term, enter it here, and then click **Go**. If Accelerated Math finds matching terms, those terms will be listed with brief definitions. Click a term to see a full definition.

C Click a letter to see all available terms that begin with that letter, or click **View All** to see a list of all the terms in the glossary.

D Click the **Grade** drop-down list to choose the grade ranges for which you want to see definitions, or choose **All Grades**.

5. Click a term to see the full definition. You can then click the speaker icon Ⓔ to hear the pronunciation. If the definition has a **Play** button Ⓕ, click it to see an animation that helps explain the term.


Accelerated Math
Home > Assignment Book > Glossary
Glossary
Search or browse the Math Glossary
Return to Assignment Book
Search Glossary
Grade All Grades
Search
Browse: A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z View All
area
Return to Search
the number of square units needed to cover a shape
Play
The area of the rectangle is 6 square units.
See Also

6. If you want to return to your previous search results, click **Return to Search** Ⓖ. If you want to do a new search, use the fields above the definition as described in step 3.

Using Groups in the Class Assignment Book

About Groups

In the Assignment Book, you can set up groups of students. Each group can have a separate objective list assigned, and students can be in more than one group. By using groups, you can have students in the same class working on objectives at different grade levels or doing other work in addition to the work done for the class as a whole.

Before you start, note this information about groups:

- Students who are part of a group are still part of the class, and they can be doing work for both places. They can also be in more than one group.

- The Group drop-down list in the Assignment Book lets you choose which group you want to see and work with.
- You can have students working on some of the same objectives in more than one group (or for a group and for the class as a whole). When the objective status (see page 70) changes in one place, it changes everywhere for the student. For example, if the student masters an objective for a group, and that objective is also assigned to the class, the objective is also mastered for the student's class work.
- When students log in to the Accelerated Math software or Renaissance Home Connect, they can choose whether to do work or view objectives for the class or a group.

To get started, you need to do the following:

- Create groups for your class and add students to the groups as described below.
- Create an objective list for the group (see page 44) or select an objective list that already exists (see page 12).

You can then assign objectives and generate assignments just as you would for the class as a whole.

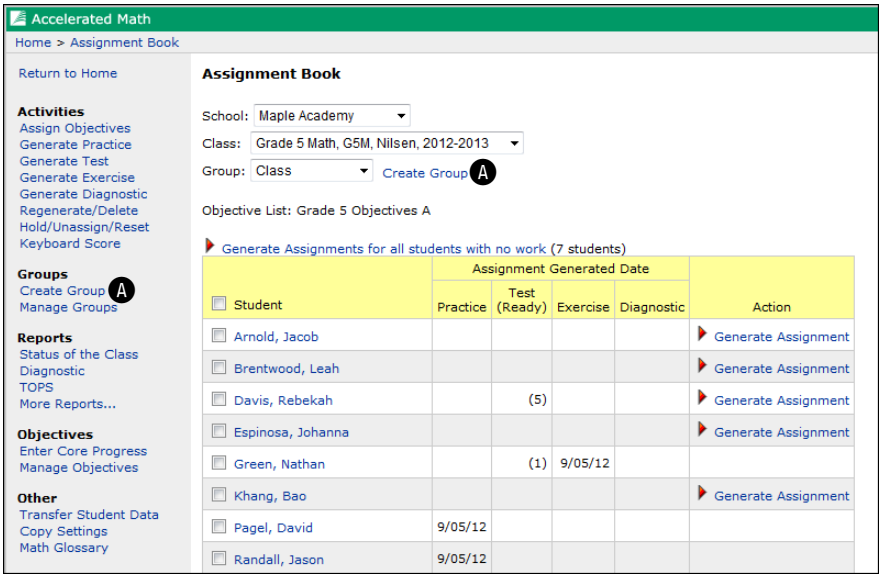
Creating Groups

Who Can Do This?

☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

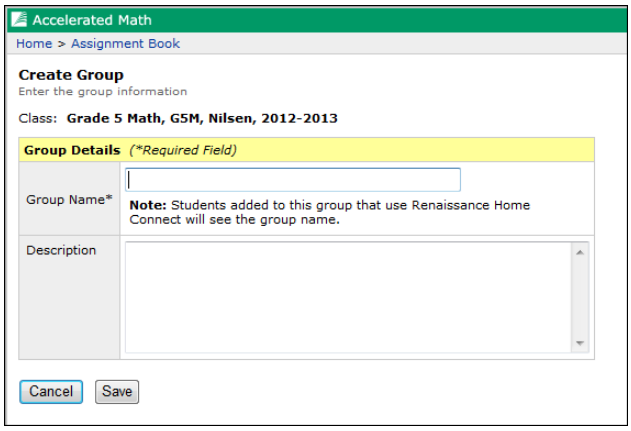
Learn more about capabilities on page 236.

1. View the Assignment Book for the class that needs groups created. See page 69.
2. Click **Create Group** Ⓐ on the left side of the page or above the list of students.

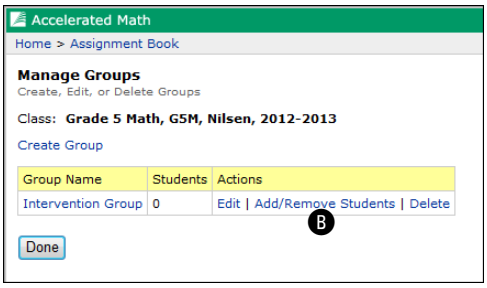


Each group name must be unique for this class, *though group names can match names used for groups in other classes.*

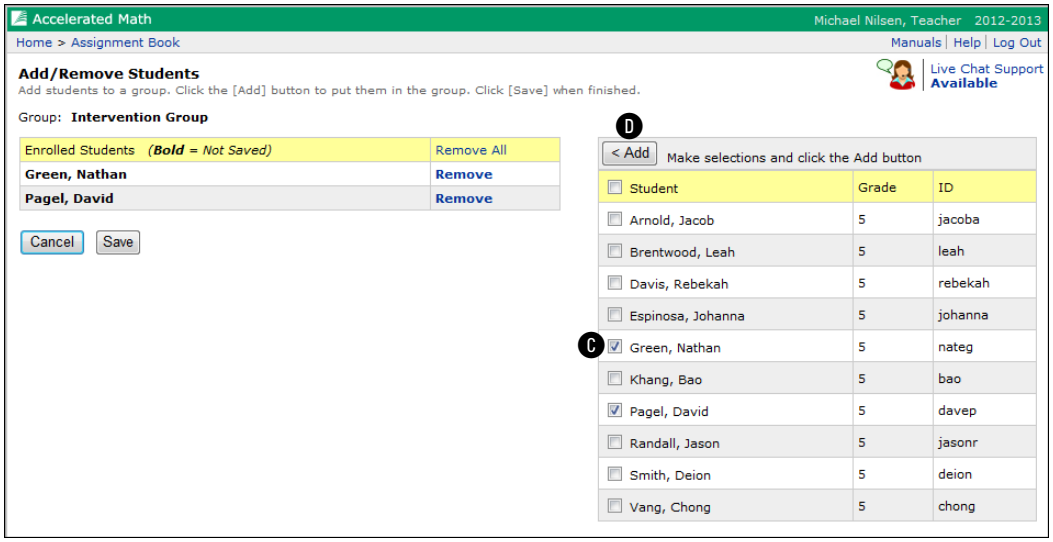
3. Enter the group name. You can also enter a description if it would be helpful to you.


Accelerated Math
Home > Assignment Book
Create Group
Enter the group information
Class: Grade 5 Math, G5M, Nilsen, 2012-2013
Group Details (*Required Field)
Group Name*
Note: Students added to this group that use Renaissance Home Connect will see the group name.
Description
Cancel
Save

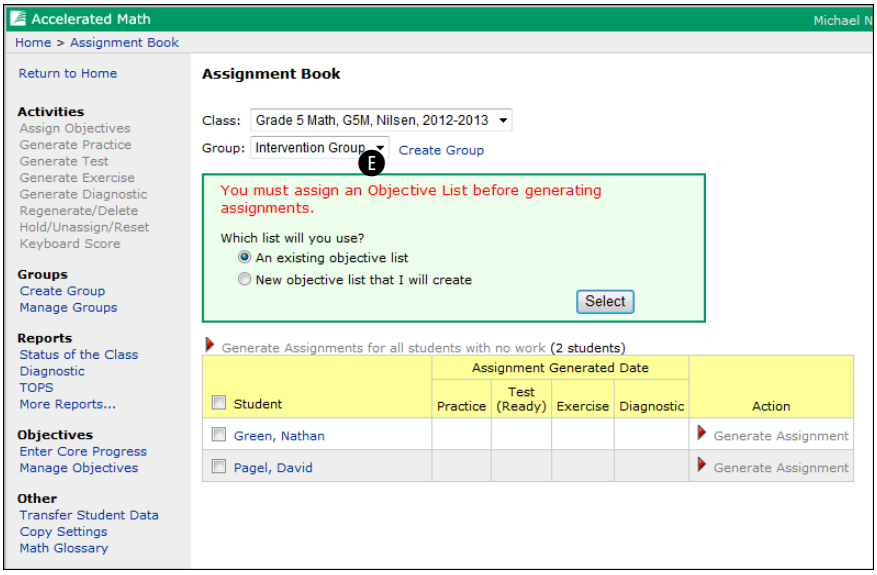
4. Click **Save**.
5. If you want to add the students right away, click **Add/Remove Students** in the row for the group Ⓑ on the Manage Groups page.



6. On the right, check the box Ⓒ for each student who should be in this group. (To select all students in the class, check the box next to **Student** at the top of the list.) Then, click **< Add** Ⓓ. The students will be added to the list on the left.



7. Click **Save**.
8. Click **Done** on the Manage Groups page to go back to the Assignment Book.
9. Notice that the group is already selected in the **Group** drop-down list Ⓔ, and no objective list is selected. You can now create a new objective list for this group (see page 44) or select one that already exists (page 12).



Selecting an objective list for the group has no effect on the class. *When* ***Class*** *is selected in the* ***Group*** *drop-down list, you will see the entire class listed, and the objective list that you chose for the class will still be selected. (You can also select* ***Class Overview*** *from the drop-down list to get an overview of student work for all groups.)*

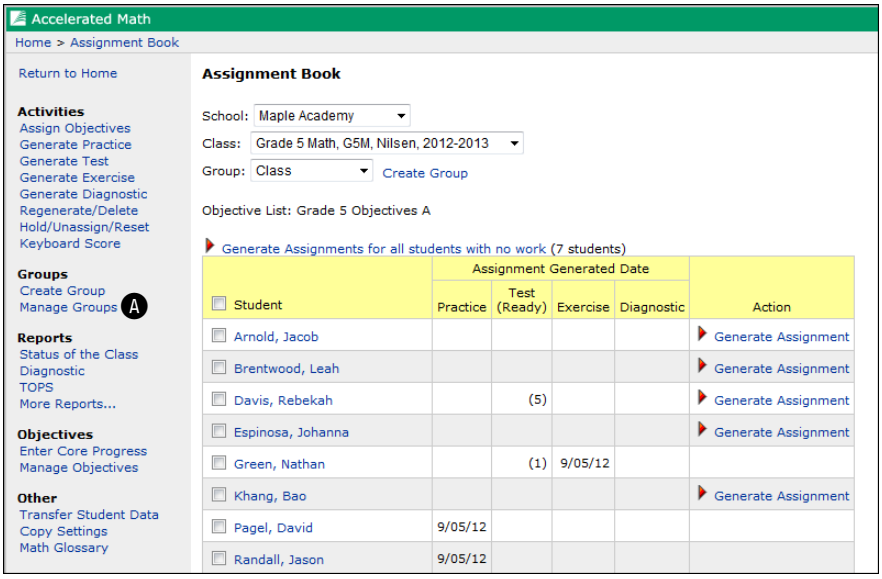
Changing the Name of a Group

Who Can Do This?

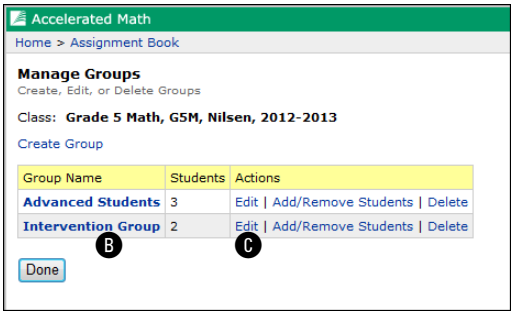
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

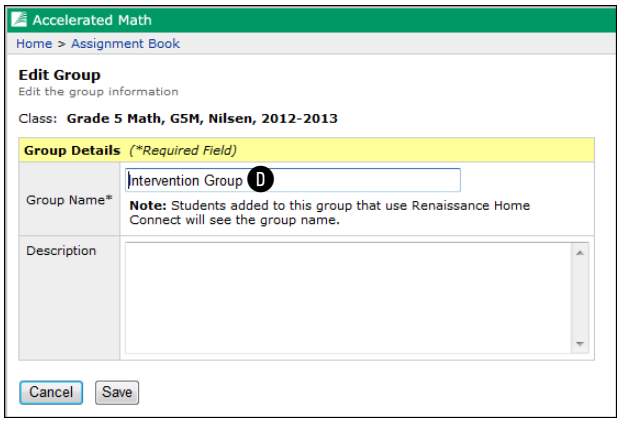
1. Go to the Assignment Book for the class (see page 69).
2. Click **Manage Groups** Ⓐ.



3. Click the group name Ⓑ, or click **Edit** Ⓒ for the group.



4. Change the name in the **Group Name** field Ⓓ.



5. Click **Save**.
6. Click **Done** on the Manage Groups page to go back to the Assignment Book. The group will be selected; you can change to another group or the class as a whole using the **Group** drop-down list.

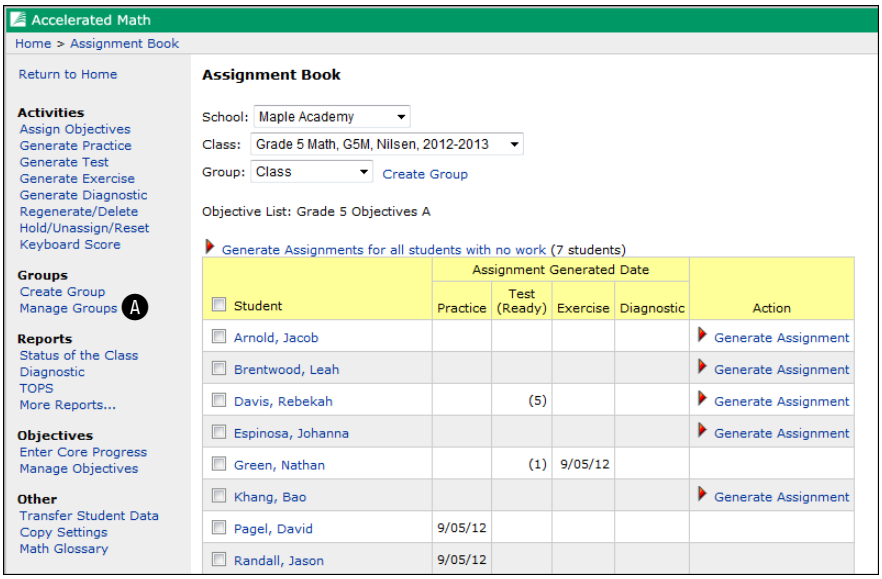
Changing the Students in a Group

Follow these steps to add students to a group or remove students from a group.

Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

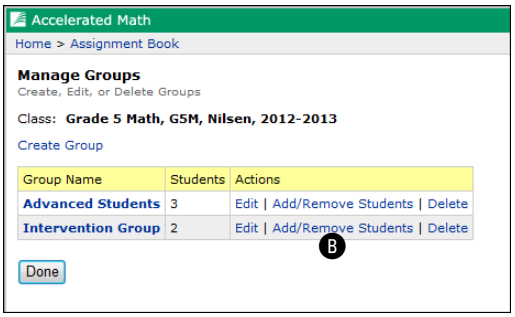
Learn more about capabilities on page 236.

1. Go to the Assignment Book for the class (see page 69).
2. Click **Manage Groups** Ⓐ.



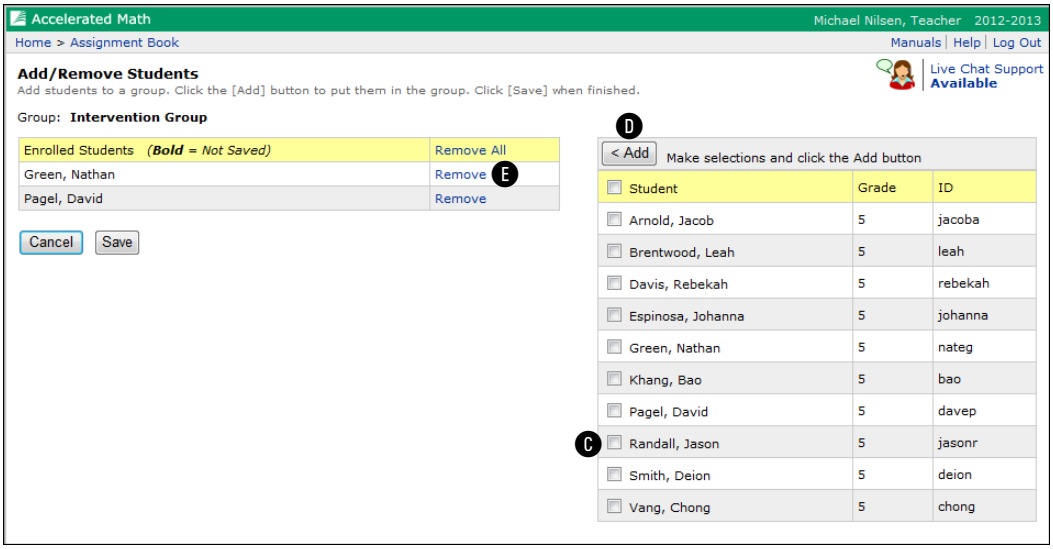
Groups that have students in them are bold *on the Manage Groups page.*

3. Click **Add/Remove Students** Ⓑ for the group.



4. To add more students to the group, check the box next to their names on the right Ⓒ; then, click **< Add** Ⓓ.

   To remove a student from the group, click **Remove** next to the student's name Ⓔ.



5. Click **Save**.
6. Click **Done** on the Manage Groups page to go back to the Assignment Book. The group will be selected; you can change to another group or the class as a whole using the **Group** drop-down list.

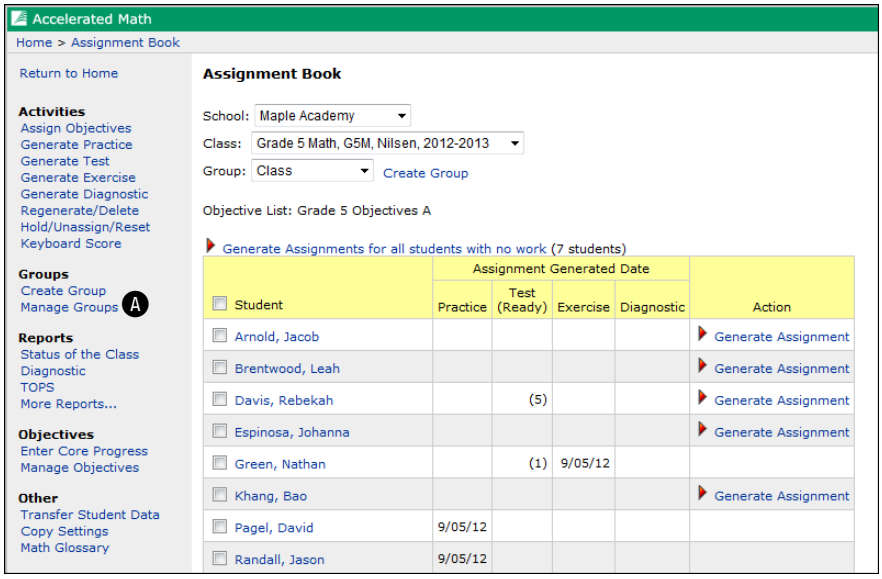
Deleting a Group

Who Can Do This?

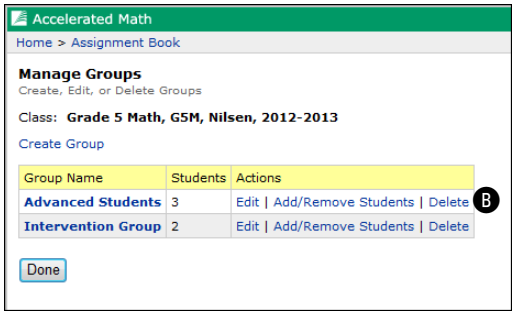
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. Go to the Assignment Book for the class (see page 69).
2. Click **Manage Groups** Ⓐ.



3. Click **Delete** Ⓑ in the row for the group.



4. Click **OK** when a message asks if you are sure you want to delete the group.
5. Click **Done** on the Manage Groups page to go back to the Assignment Book.

Using Renaissance Home Connect with Accelerated Math RP

Renaissance Home Connect allows students to view progress and the results of their work; *you may also allow students to complete some Accelerated Math work at home by opening the software from within Renaissance Home Connect. If your students are using Accelerated Reader and/or MathFacts in a Flash, they can also see their progress for those programs in Renaissance Home Connect. Parents can use the student's login information to view student progress, and parents or students can send invitation emails to others.*

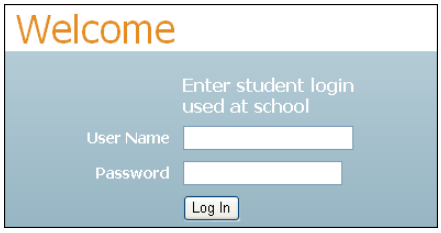
Depending on the license your district has purchased and the settings chosen by your program administrator, you may have access to Renaissance Home Connect. If so, the administrator and teachers will see a Renaissance Home Connect tab on the Home page. If your school has Renaissance Home Connect available, students can open Accelerated Math from within Renaissance Home Connect, and they can then score their own *assisted-response* practices and exercises if scoring is allowed by the class Renaissance Home Connect preference (see page 232). Students can also view their progress in Renaissance Home Connect, and they can choose to view pages in English or Spanish.

Before students use Renaissance Home Connect, check the following:

- If students use Renaissance Home Connect *at school*, check the computers they will be using (see page 20) to make sure those computers have Adobe Reader and Adobe Flash Player installed. If students will only be using Renaissance Home Connect from their homes, their parents can check their home computers for the necessary software.
- Make sure each student knows the Renaissance Home Connect web address, which is slightly different from the Renaissance Place URL. This address is available in the informational letter that teachers and administrators can print: select **Renaissance Home Connect** on the Home page; then, select **Reports**.
- Make sure the student knows his or her user name and password. To find student user names and passwords, on the Home page, click **Users**. Then, click **View Students**. Search for the students. In the search results, click the **Passwords** tab to see the user names and passwords.

How Students Log in to Renaissance Home Connect

1. In a web browser, go to the Renaissance Home Connect address provided by the school. This address is available in the informational letter that teachers and administrators can print from the Renaissance Place Home page.



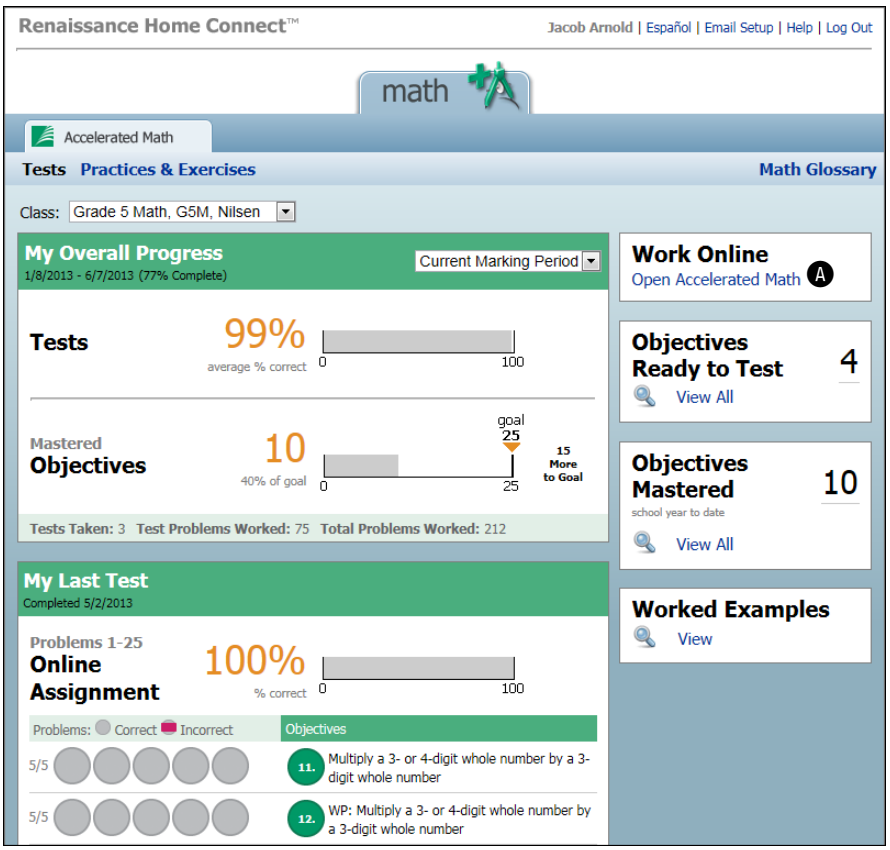
2. Enter a student's user name and password and click **Log In**.

How Students Use Renaissance Home Connect to Complete Practices and Exercises

If the Renaissance Home Connect preference allows students to complete or score their own *assisted-response* practices and exercises (see page 232), students follow these steps to open the Accelerated Math software from Renaissance Home Connect to do the work. (Students cannot complete or score their own free-response exercises.)

You need Adobe Flash Player and Adobe Reader to use Renaissance Home Connect. *If after logging in you see a page that tells you to upgrade or install free software, you may not have these programs. See page 20 to find out how to check computers for this software.*

1. The student logs in to Renaissance Home Connect (see page 166).
2. If the student wants to see the pages in Spanish, the student clicks **Español** in the upper-right corner of the screen.
3. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, the student clicks **Open Accelerated Math** Ⓐ.



4. The student then selects a practice or exercise to complete or score in the Accelerated Math software. For instructions, choose your type of assignment:
   - For online assignments, see page 90.
   - For paper assignments, see page 132.

Note that the student will not be allowed to complete tests or diagnostic tests when opening the software through Renaissance Home Connect.

How Students View Their Accelerated Math Progress in Renaissance Home Connect

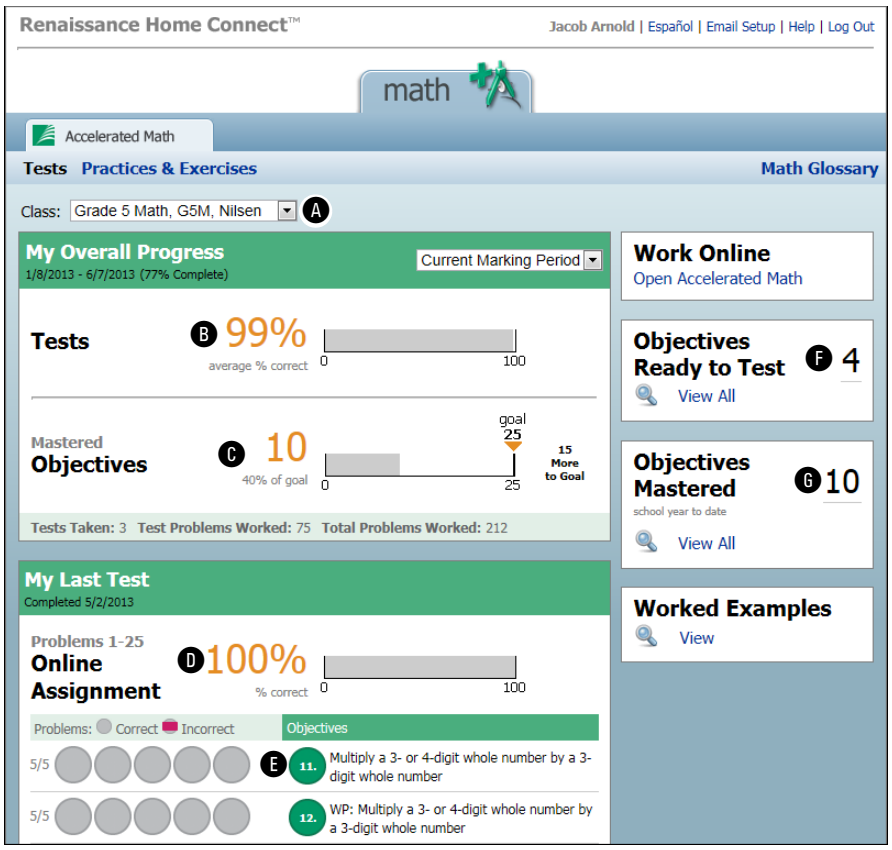
Parents can be given the Renaissance Home Connect address and student login information *so they can also view the student's progress. Within Renaissance Home Connect, students or parents can also click* ***Email Setup*** *(or* ***Configuración del email****) to send email invitations to others who may want to view the student's progress.*

You need Adobe Flash Player and Adobe Reader to use Renaissance Home Connect. *If after logging in you see a page that tells you to upgrade or install free browser software, you may not have these programs. See page 20 to find out how to check computers for this software.*

If the student is a member of one or more groups, *overall progress information, the last test information, the objectives ready to test, and the objectives mastered are for all of the student's work, regardless of whether it was for a group or for the class as a whole. If you click* ***View All*** *for objectives ready to test or objectives mastered, you can choose to see information for a group or class work.*

1. The student logs in to Renaissance Home Connect (see page 166).
2. If the student wants to see the Renaissance Home Connect pages in Spanish, the student clicks **Español** in the upper-right corner of the screen. Note that objective names will remain in English.
3. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, the student selects a class if he or she is assigned to more than one (Ⓐ on the next page).
4. The student first sees a summary of his or her work on tests. The tab shows the following:
   - the student's overall test percent correct Ⓑ
   - the number of mastered objectives (and the progress toward the goal if one is set) Ⓒ
   - the overall score for the student's last test Ⓓ
   - the score for each objective on that test Ⓔ

   To the right, the student can see the number of objectives that are currently ready to test Ⓕ and the number he or she has mastered Ⓖ. The student can click **View All** (or **Ver todo**) to view all objectives to test or all objectives mastered.

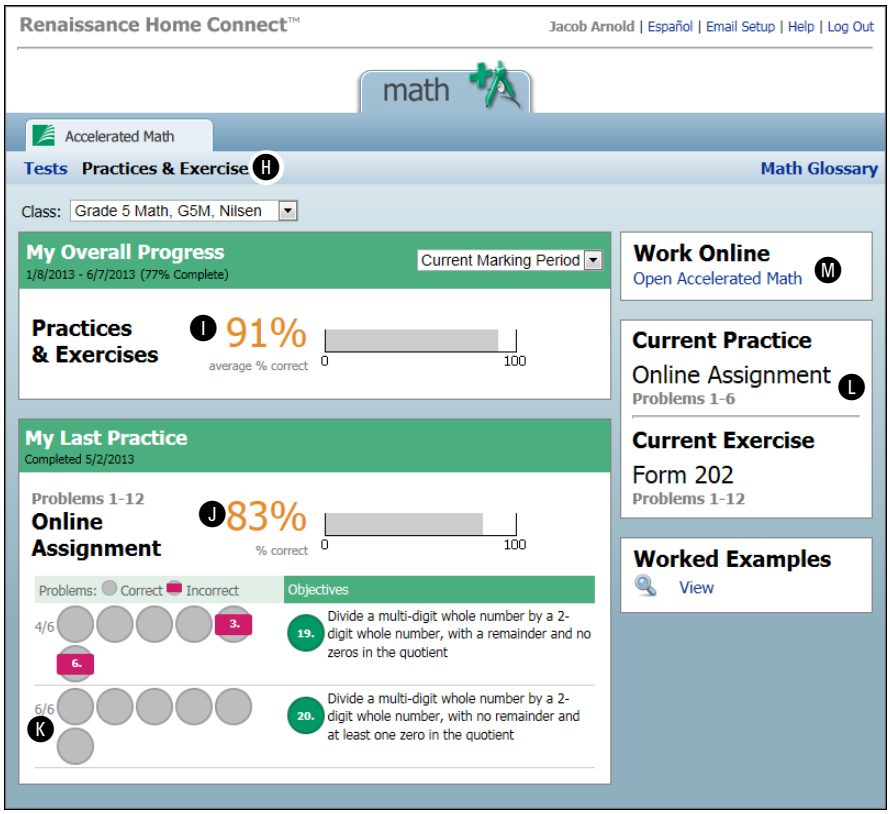


5. If the student wants to view information about practices and exercises, the student clicks **Practices and Exercises** (**Prácticas y Ejercicios**) just under the Accelerated Math tab (H on the next page). After doing this, the student can see the following information:
   - his or her overall average percent correct for practices and exercises I
   - the score for the last practice assignment J as well as how many problems he or she answered correctly for each objective and which answers were incorrect K.

   To the right, the student can see the form number (for paper assignments) or "online" for each current practice and exercise L.

   The student can click **Open Accelerated Math** M to see results from past assignments. In Accelerated Math, the student may have the option of scoring or completing the current practice or exercise, depending on the assignment type and the settings for the class Renaissance Home Connect preference (see page 232).

If the student is a member of one or more groups, *overall progress and the last practice information is for all of the student's work, regardless of whether it was for a group or for the class as a whole. If the student has more than one current practice or exercise from multiple groups or from both a group and the class, there will be a drop-down list where the form number is* L *so the student can select one of the assignments.*



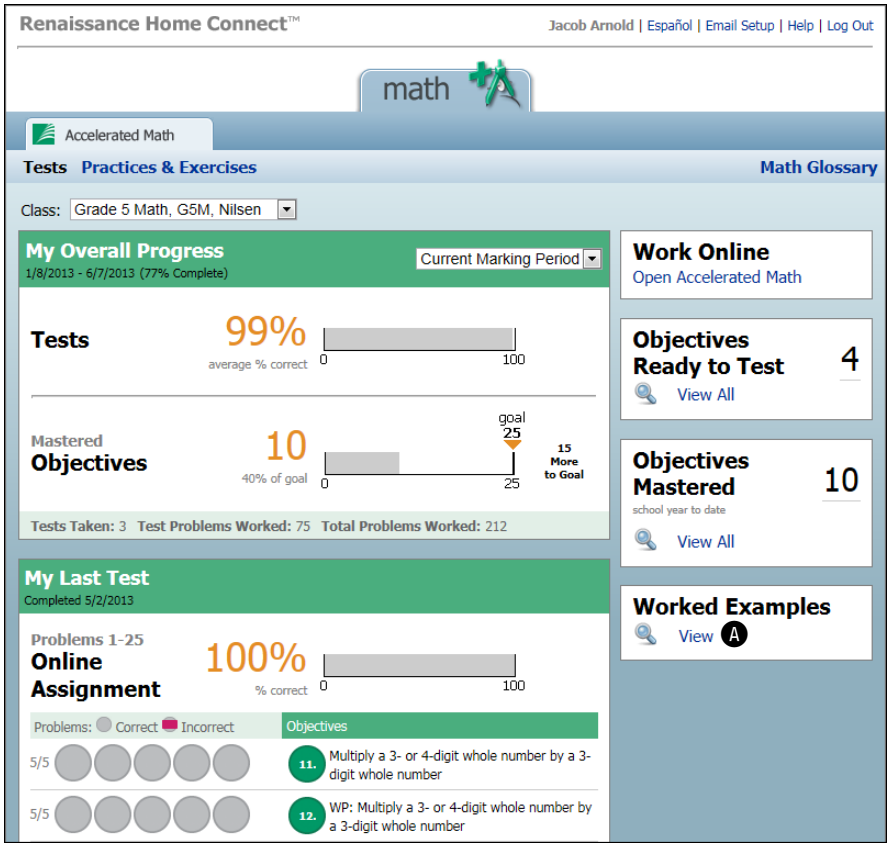
6. The student clicks **Log Out** (**Salir**) in the upper-right corner of the page when he or she has finished using Renaissance Home Connect.

How Students View Worked Examples in Renaissance Home Connect

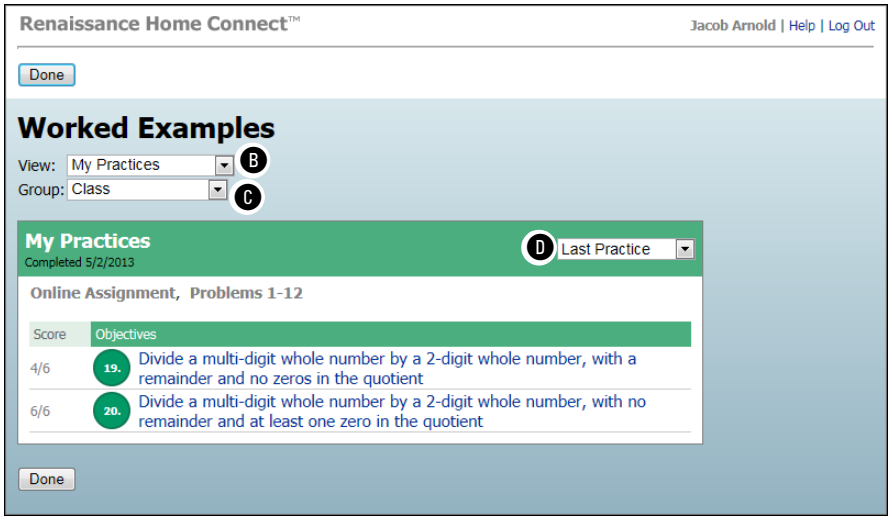
For some objectives, Accelerated Math has worked examples, which show students the steps required to solve a sample problem and the answer. Students follow these steps to see worked examples.

If the student clicks **Español** to see the Renaissance Home Connect pages in Spanish, the objective names and the text of the worked examples will remain in English.

1. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, students click **View** Ⓐ (or **Ver**) under Worked Examples (Ejemplos Trabajados) while viewing either test or practice and exercise information.



2. The Worked Examples page shows the objectives from the student's last practice, but the student can use the drop-down lists to find other objectives. When the student finds an objective for which he or she wants to see a worked example, the student clicks the objective name.



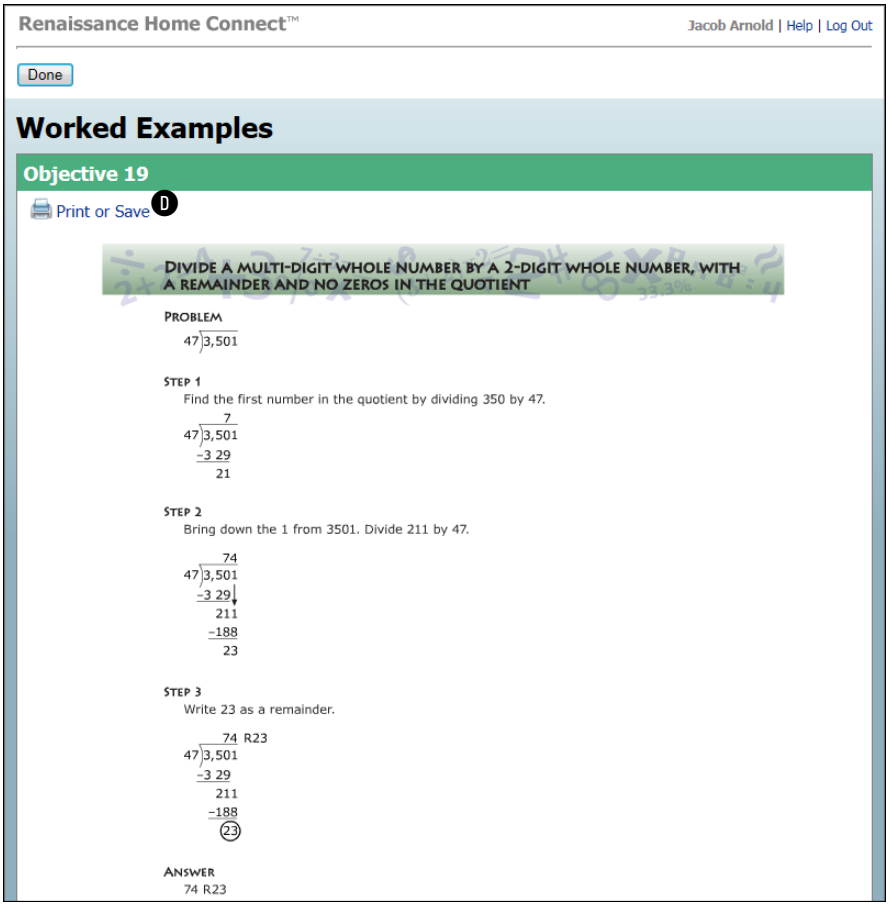
B Use this drop-down list to choose whether to see objectives from your practices, exercises, or tests, objectives you've mastered, or all objectives.

C If this drop-down list is available, choose the group for which you want to see worked examples. (Different groups and the class may be using different objectives.)

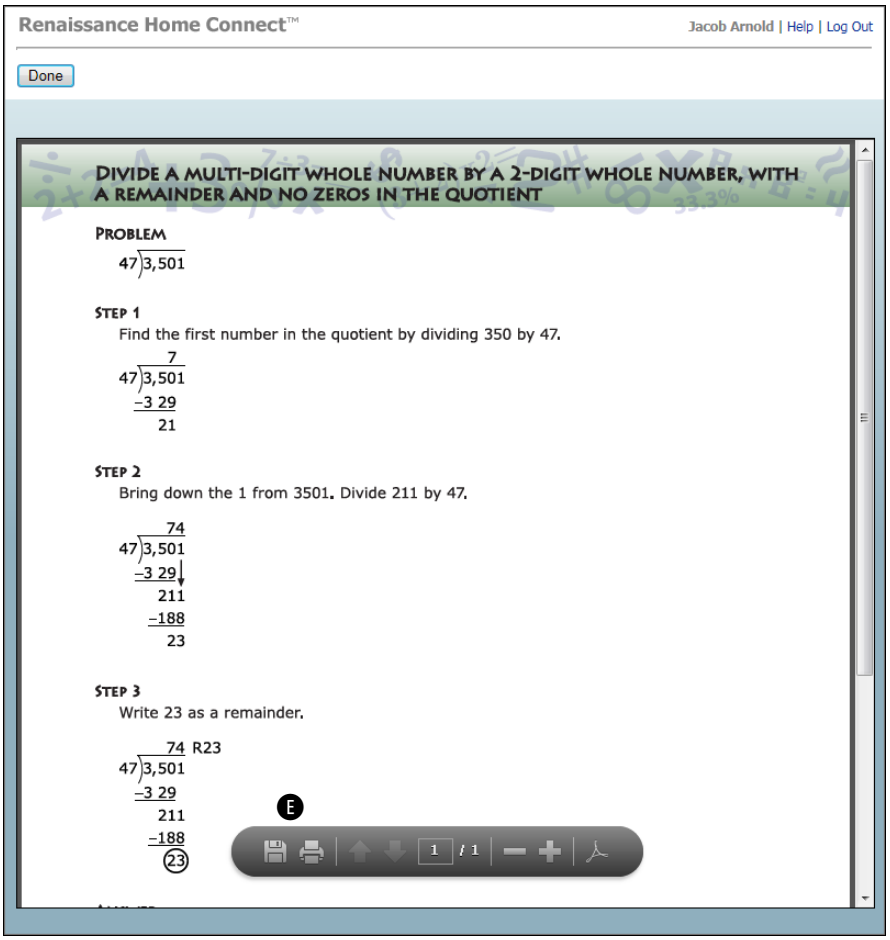
D When this drop-down list is available, use it to choose whether to see objectives from your last or current practice or exercise, objectives from your last test, or objectives that you are ready to take a test for. The options available depend on what you chose in the

3. When students find an objective that they'd like to see a worked example for, they click the objective name. *Not all objectives have worked examples;* only objective names that are links have them.

4. The next page will show a sample problem, the steps required to solve it, and the answer. If students want to print or save the example, they can click **Print or Save** Ⓓ (**Imprimir o Guardar**).



5. When students choose to print or save a worked example, it opens in Adobe Reader or in Preview within the browser window. If Adobe Reader is installed, use the Adobe Reader buttons Ⓔ to print or save the worked example. If the worked example opens in Preview, right-click within the example window and choose **Print Frame** from the menu that appears.



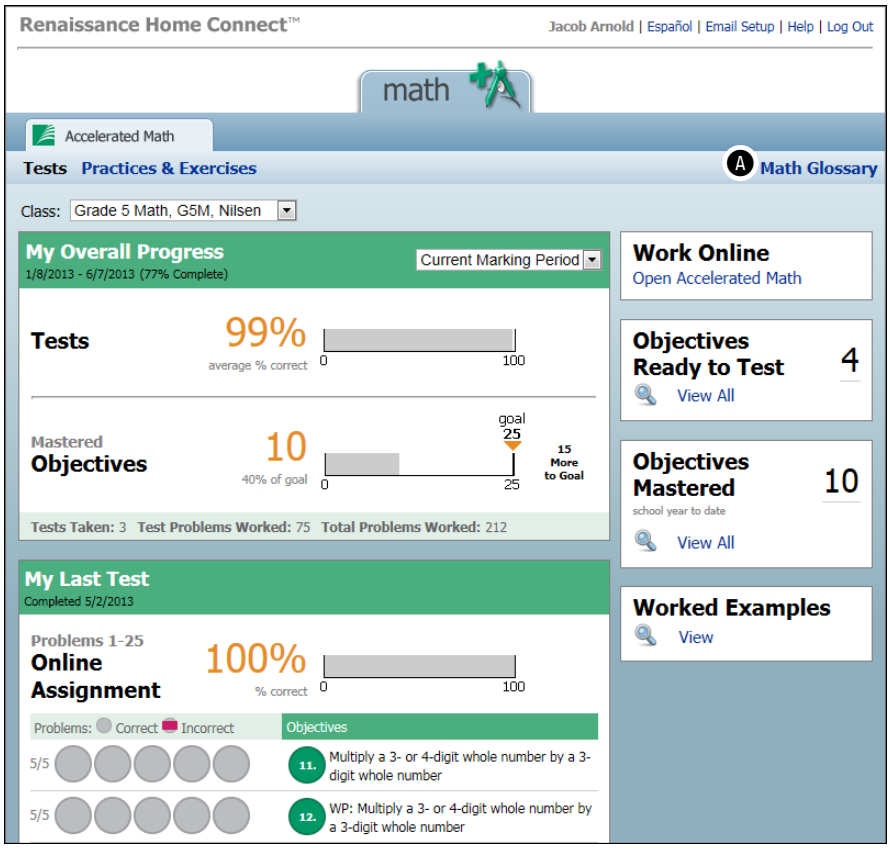
6. The student clicks **Done** (**Listo**) when he or she has finished.

How Students Use the Math Glossary

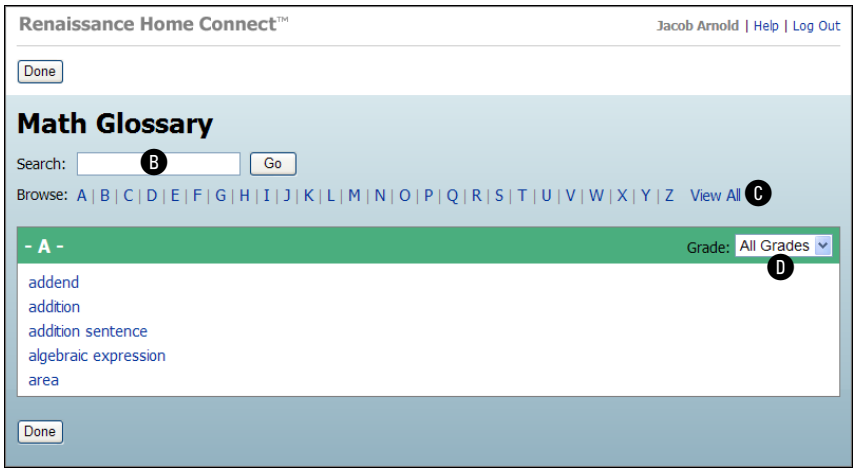
Renaissance Home Connect also includes a math glossary, which students can use to find definitions of some terms used in their Accelerated Math assignments. Students follow the steps below.

If the student clicks **Español** to see the Renaissance Home Connect pages in Spanish, the math terms and definitions in the glossary will remain in English.

1. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, students can click **Math Glossary** Ⓐ (or **Glosario de matemáticas**) while viewing either test or practice and exercise information.



2. On the Math Glossary page, there are a few ways to find a term:

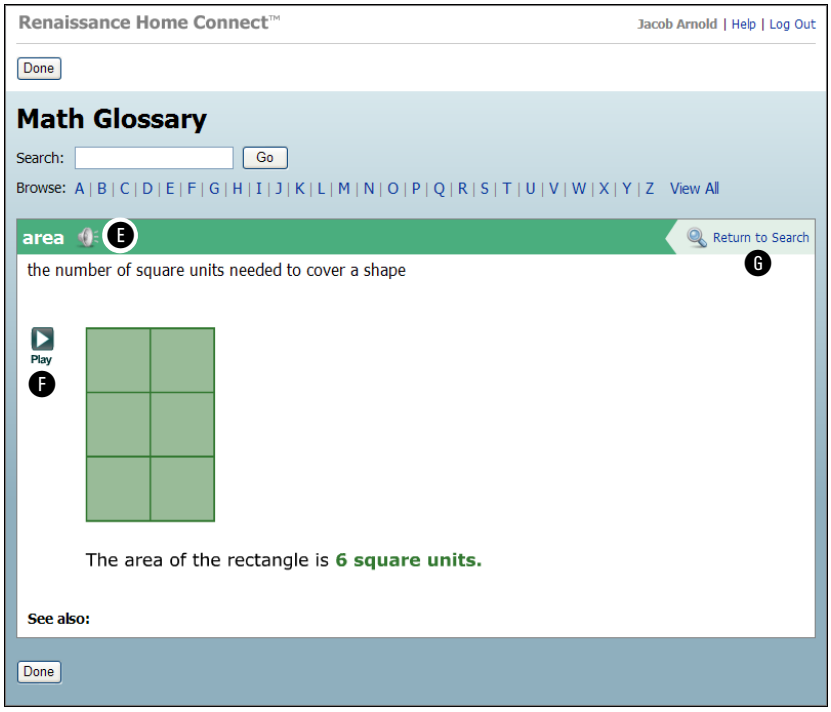

Renaissance Home Connect™
Jacob Arnold | Help | Log Out
Done
Math Glossary
Search:
B
Go
Browse: A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z View All C
- A -
Grade: All Grades
D
addend
addition
addition sentence
algebraic expression
area
Done

B To search for a term, enter it here, and then click **Go** (**Ir**). If Accelerated Math finds matching terms, those terms will be listed with brief definitions. Click a term to see a full definition.

C Click a letter to see all available terms that begin with that letter, or click **View All** (**Ver todo**) to see a list of all the terms in the glossary.

D Click the **Grade** (**Grado**) drop-down list to choose the grade ranges for which you want to see definitions, or choose **All Grades** (**Todos los grados**).

3. Click a term to see the full definition. You can then click the speaker icon Ⓔ to hear the pronunciation. If the definition has a **Play** button Ⓕ, click it to see an animation that helps explain the term.


Renaissance Home Connect™
Jacob Arnold | Help | Log Out
Done
Math Glossary
Search:
Go
Browse: A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z View All
area
E
Return to Search
G
the number of square units needed to cover a shape
Play
F
The area of the rectangle is 6 square units.
See also:
Done

4. If you want to see the results of your previous search again, click **Return to Search** or **Regresar a Búsqueda** (Ⓖ on the previous page). If not, click **Done** (**Listo**) to go back to the progress screens in Renaissance Home Connect.

Differences between Renaissance Home Connect and Parent Login

Renaissance Home Connect and Parent Access are two services school districts may offer to their students, parents, and guardians.

Renaissance Home Connect

- Renaissance Home Connect is used by students, but may also be used by parents or to send updates to others.
- The school district decides if Renaissance Home Connect will be used or not.
- A district administrator enables or disables Renaissance Home Connect.
- Renaissance Home Connect uses a unique URL/web address (different from the one used by parents to log in to Renaissance Place).
- Teachers send an informational letter home with students to help students and parents get started.

- Parents or students may specify up to six email addresses to receive updates on the student's progress.
- Students use to view their Accelerated Math progress, view sample problems, and use the math glossary. (They can also use it to view Accelerated Reader progress and to search for books, and they can use it to practice MathFacts in a Flash skills.)

Parent Access to Renaissance Place

- This option is used by parents only.
- The school district decides if Parent Access will be used or not, mainly by deciding whether to add parents and provide them with their login information. For some districts, the Parent login link may be removed upon request.
- A district or school administrator can add parents to the program and/or allow parents to request access (as long as the parents have the correct server address).
- Parents go to the same URL/web address that teachers, administrators, staff, and students use in school (different from the one used by Renaissance Home Connect). However, parents do not see the information that school personnel see.
- Parents access reports of student progress in each program.
- If a parent has more than one child in the school district, Parent Access provides information about each child.

Extended Response Assignments

Symbols on the Extended Response Pages

The Extended Response section of the software uses these symbols for each completed assignment:

Symbol	Name	What It Means
(None)	Unassigned	The assignment has not been assigned to the student.
	Passed	The student's percent correct score is high enough to pass the assignment. The score appears next to the symbol. The Extended Response preference sets the passing percentage; see page 227.
	Failed	The student's percent correct score was below the passing percentage. The score appears next to the symbol. The Extended Response preference sets the passing percentage; see page 227.

How Extended Response Assignments Work

For extended response assignments, you can't use *the Renaissance Responder, NEO 2, or Renaissance Home Connect.*

1. The teacher generates a paper extended response assignment for the student.
2. The student completes the paper assignment.
3. The teacher scores the assignment, which is then marked Passed () or Failed ( ). The Extended Response preference sets the passing percentage; see page 227. You can regenerate the assignment if you want the student to try again.

Viewing the Extended Response Page for a Class

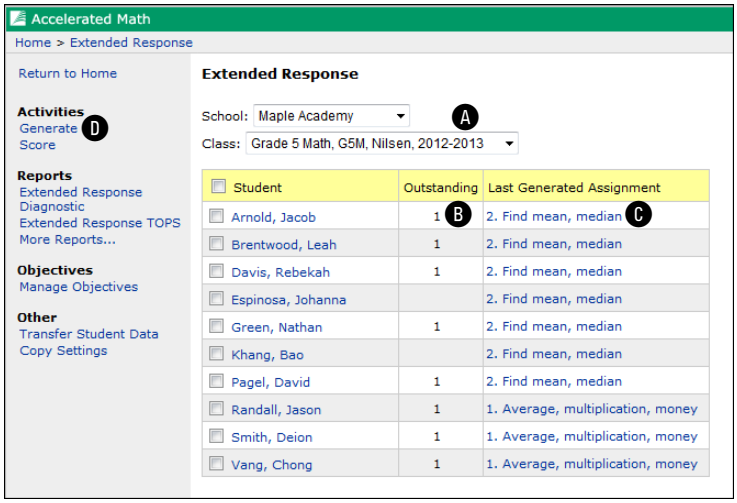
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Each class has its own Extended Response page, where teachers choose an objective list (see page 12) and generate and score extended response assignments. Follow these steps to view the Extended Response page for a specific class:

1. On the Home page, select **Accelerated Math**, then **Extended Response**.
2. If necessary, select your school and class from the drop-down lists Ⓐ.



Ⓐ Use the drop-down lists to choose the school and class if necessary.

Ⓑ The Outstanding column shows you how many assignments each student is working on. These are the assignments that have been generated, but not scored.

Ⓒ The Last Generated Assignment column shows you which extended response objective the student is working on.

Ⓓ The left column lists the tasks you can perform. Be sure to select students before generating assignments or transferring student data.

Generating or Regenerating Extended Response Assignments

Who Can Do This?

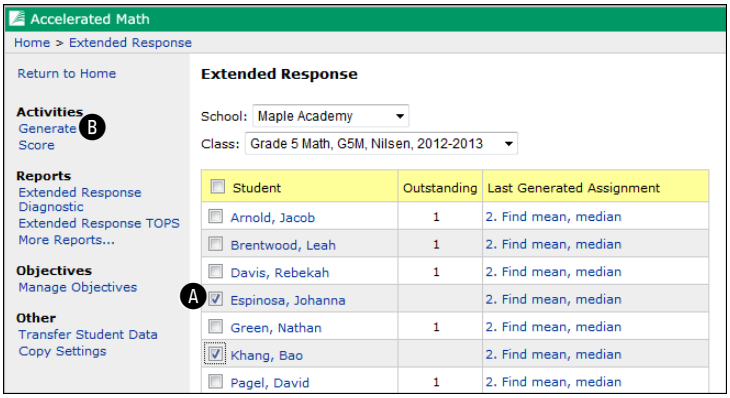
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

Install Plug-In message. *If you see this message in red on your Extended Response page, you need the Renaissance Place Print Plug-In to print assignments. (See page 22.)*

Student Capacity Limit: *If you have reached the student capacity limit for Accelerated Math, you can't generate assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments. See page 147.*

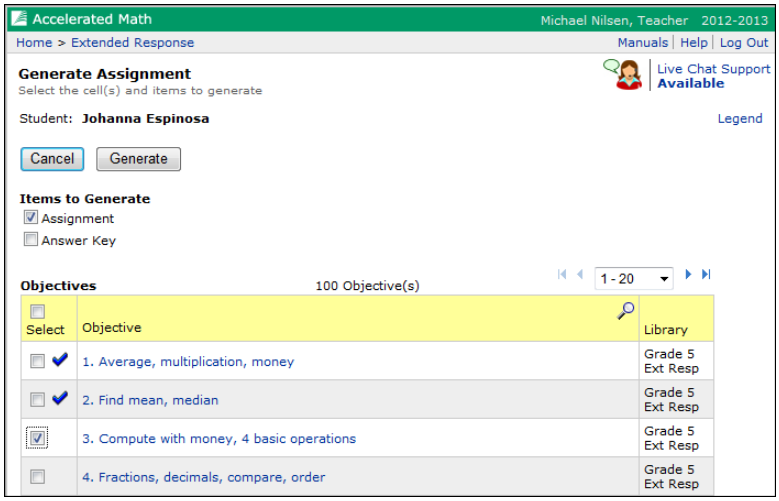
1. View the Extended Response page for the class. See page 180.
2. Check the box next to each student who needs an assignment Ⓐ. To select all students in the class, check the box next to Student at the top of the column.



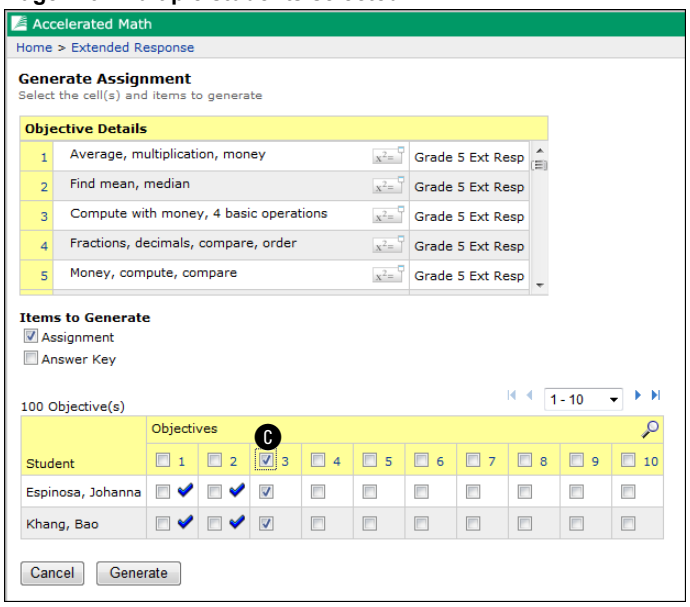
3. Click **Generate** on the left side of the page Ⓑ.
4. Check each item that you want to generate—the assignment itself and/or the answer key. To check the boxes, click in them.

   If you selected more than one student, you can check the box at the top of a column Ⓒ to choose the same objective for all the students. Move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.
5. Find the objectives for which you want to generate assignments, and check the box next to each of those objectives.

Page with one student selected



Page with multiple students selected


Accelerated Math
Home > Extended Response
Generate Assignment
Select the cell(s) and items to generate
Objective Details
1 Average, multiplication, money Grade 5 Ext Resp
2 Find mean, median Grade 5 Ext Resp
3 Compute with money, 4 basic operations Grade 5 Ext Resp
4 Fractions, decimals, compare, order Grade 5 Ext Resp
5 Money, compute, compare Grade 5 Ext Resp
Items to Generate
Assignment
Answer Key
100 Objective(s)
1 - 10
Objectives
C
Student
1 2 3 4 5 6 7 8 9 10
Espinosa, Johanna
Khang, Bao
Cancel
Generate

Symbol	Purpose
Objective status symbols for past assignments (✔, ▶▶, or ▮)	✔ means the student passed. ▶▶ means you have generated the assignment, but it hasn't been scored yet. ▮ means the student did not pass the assignment.
	Click this to see the problem for an objective.
	Click this to search for specific objectives. In the window that opens, type key terms, then click **Search** to see only matching objectives. To see the full list again, click **Show All**.
	You won't see all of the available objectives at once; they will be divided into groups. To go to the next group (by number), click ▶. Click ◀ to go back one group. Click ▶| to go to the last group, or |◀ to go to the first group. Use the drop-down list to choose a specific group of objectives by number.

If you don't have the Renaissance Place Print Plug-In, *you will see a message on the View Assignment page. See page 22 for more information.*

6. Click **Generate**.
7. The assignment will either print directly or open in Adobe Reader (or in Preview on some Macintosh computers). The Paper Assignments preference (page 229) sets how assignments are printed for your class.
   - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments; if the Adobe Reader buttons are not visible in Adobe Reader X or XI, move the mouse over the bottom center of the document or press F8. (If the assignment opened in Preview on a Macintosh computer, click the **File** menu and choose **Print**.)

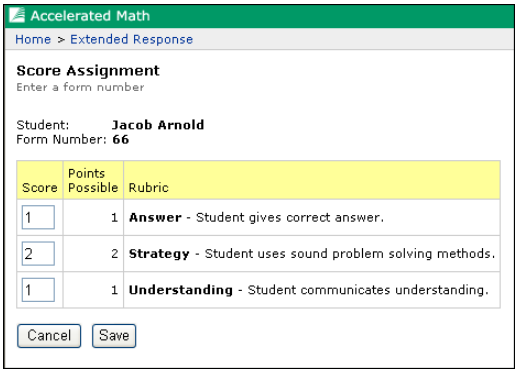
- If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

Scoring or Rescoring Extended Response Assignments

Who Can Do This?
☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

1. View the Extended Response page for the class. See page 180.
2. Do one of the following:
   - Click **Score** on the left side of the page. Enter the student's form number and click **Score** (for unscored assignments) or **Rescore** (for assignments that have been scored before).
   - Click the student's name to see the student's details. Then, click **Score** in the row for an unscored assignment or **Rescore** in the row for a scored assignment.
3. Enter the number of points that you want to award the student for each category. For guidance, consult the answer key that you generated with the assignment. (To regenerate the answer key, see page 181.)



4. Click **Save**.
5. If you entered a form number, on the next page you can enter another form number and click **Score** or **Rescore**, or you can click **Done**. TOPS Reports will be printed for each scored or rescored assignment.

Transferring Extended Response Assignment Data from Other Classes

When you transfer a student's data in the Assignment Book, you are also transferring the extended response assignment data. See page 146. You can click the **Transfer Student Data** link in either the Assignment Book or the Extended Response page.

Viewing Extended Response Problems

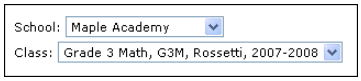
Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☑ School Staff
☑ Teachers

Learn more about capabilities on page 236.

By following the steps below, you can view a sample problem for one objective. (Some objectives don't have sample problems available.)

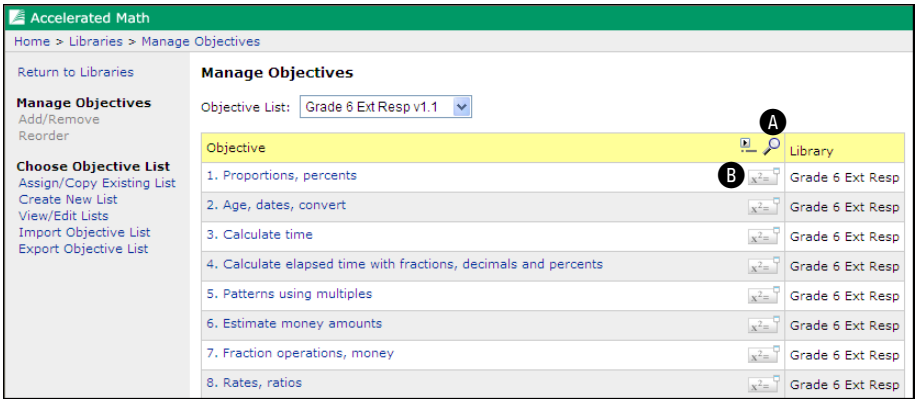
1. On the Home page, select **Accelerated Math**, then **Extended Response** or **Libraries.**
2. Select the school from the **School** drop-down list if necessary.
3. If you went to the Extended Response page, select the class from the **Class** drop-down list if necessary.



4. Click **Manage Objectives** on the left side of the page.
5. If you came from the Libraries page, choose the objective list from the drop-down list. All objectives from that list will be listed, and you can scroll through them.

   To search for specific objectives, click the magnifying glass Ⓐ. In the window that opens, type key terms in the objectives; then, click Search. The list will show only the objectives that matched your search; to see all objectives again, click **Show All** under "Library."

6. Find the objective; then, click its name.



7. Click the icon after the objective description Ⓑ. The sample problem will open in a separate window; you may need to scroll to see all of it. You can print the sample problem as you would any web page. When you've finished viewing the sample problem, close the window.

You can also choose to see the problems when you generate extended response assignments. *If you're generating assignments for multiple students, click the icon next to the description of an objective at the top of the page. If you're generating assignments for one student, click the objective name; then, click* ***Example*** *on the Objective Detail page.*

Printing Reports from the Extended Response Page

How to Print the Extended Response Diagnostic Report

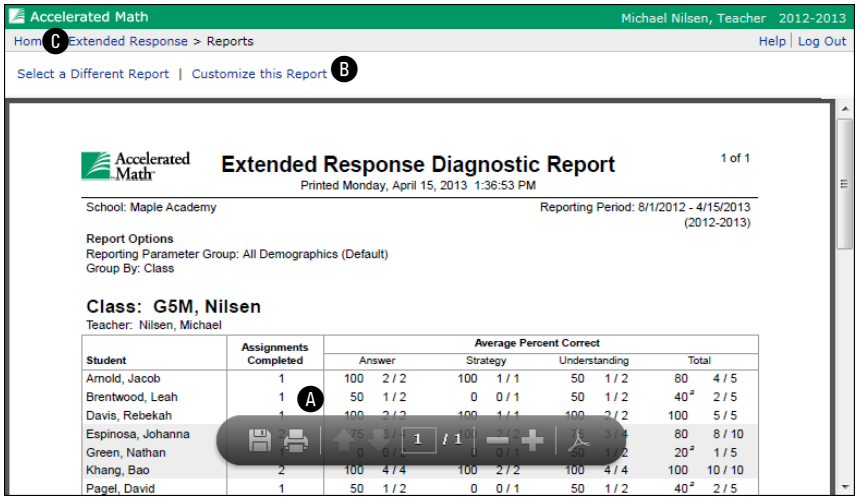
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Extended Response page for the class. See page 180.
2. Click **Extended Response Diagnostic** on the left side of the page.
3. The Report Progress page will appear until the report is ready. When it's ready, the report will open in a browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



A Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function.

B These links let you customize the report or choose a different Accelerated Math report.

C Click **Extended Response** in the navigation bar to go back to the Extended Response page.

You can also print these reports from the Reports page. *See page 203.*

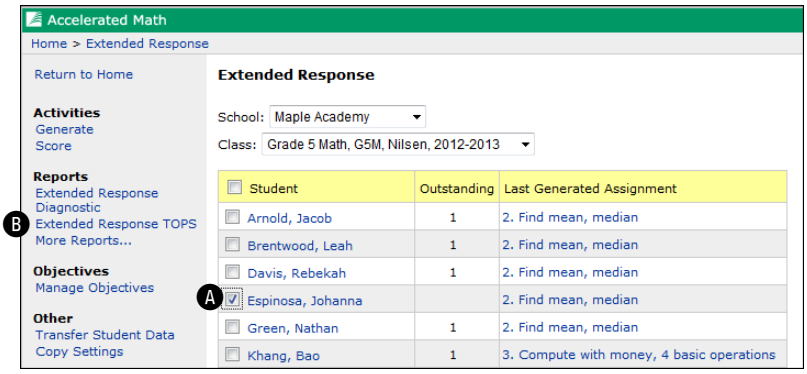
How to Regenerate the TOPS Report on the Extended Response Page

Who Can Do This?

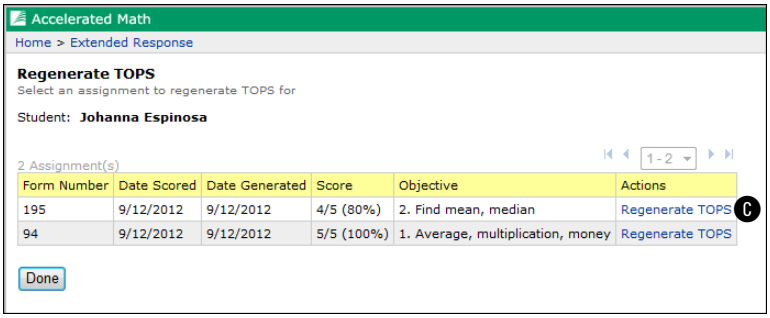
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. View the Extended Response page for the class. See page 180.
2. Check the box next to each student who needs a TOPS Report regenerated Ⓐ. To select all students in the class, check the box next to Student at the top of the column.

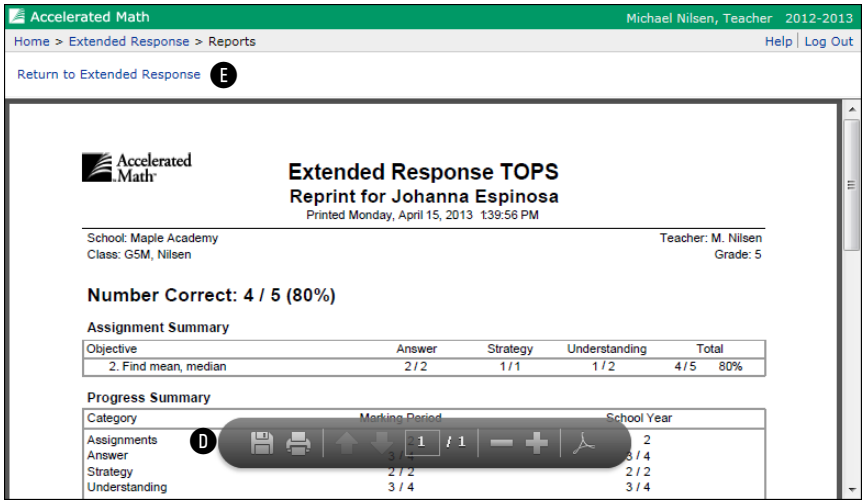


3. Click **Extended Response TOPS** Ⓑ on the left side of the page.
4. If you chose just one student, the next page will show you the assignments that the student has completed. Click **Regenerate TOPS** in the row for the assignment Ⓒ. If you chose more than one student, go to the next step; Accelerated Math will print each student's most recent TOPS Report.



5. The Report Progress page will appear until the report is ready. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



D Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function.

E Click this link to go back to the Extended Response page.

Deleting Extended Response Assignments

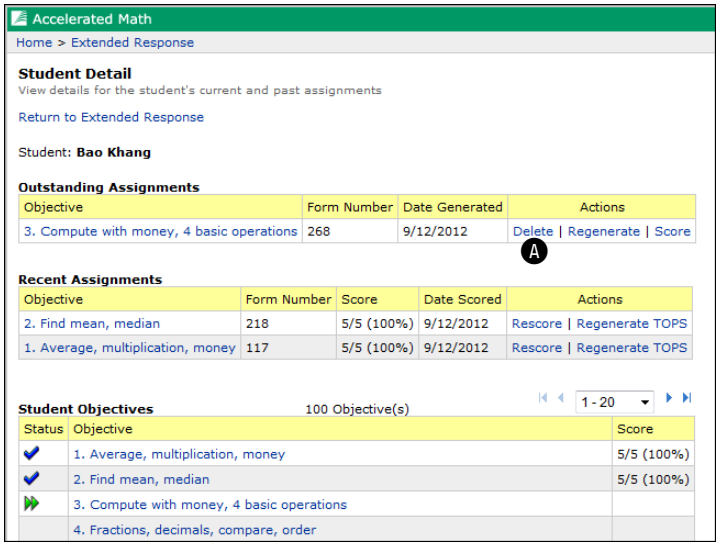
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

By following these steps, you can delete unscored assignments, but you cannot delete assignments that have been completed (scored).

1. View the Extended Response page for the class. See page 180.
2. Click the student's name to view student details.
3. In the list of outstanding (unscored) assignments, click **Delete** in the row for the assignment Ⓐ.



Teams and Goals

About Goals

In Accelerated Math, you can set two types of student goals:

- **Objective Goal:** This is the number of objectives that you would like each student to master during the time period you select.
- **Test Percent Correct Goal:** This is the student's average percent correct on tests during the time period.

Goals are necessary if you want to use teams. Team results and standings are based on each team member's progress toward his or her goals.

The Goal History Report shows your students' progress toward goals. The Team Status and Team Standings Reports show team progress.

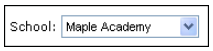
Setting Goals

Who Can Do This?

☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the **School** drop-down list.



3. Click **Manage Goals** on the left side of the page.
4. If necessary, select your class from the **Class** drop-down list on the Manage Goal page.
5. If there is a **Class Marking Period** drop-down list, select a class marking period (or **All Class Marking Periods**).

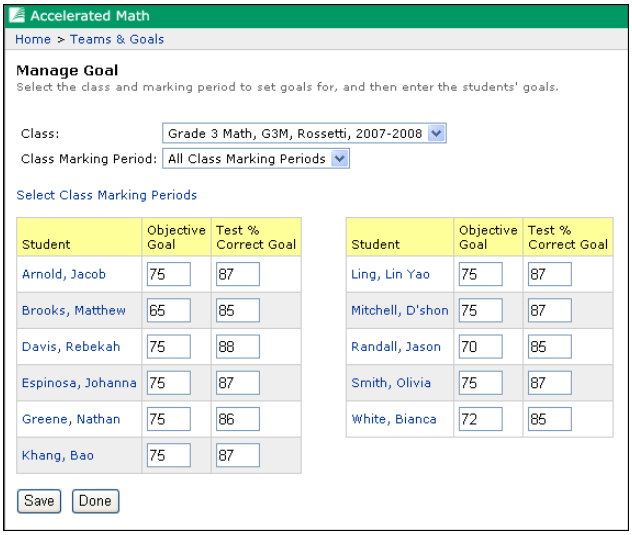
   If there is no drop-down list, click **Select Class Marking Periods**. On the next page, click **Select** next to each marking period that you want to use for goals. (You can't choose overlapping marking periods.) Then, click **Save**. On the Manage Goal page, choose the class marking period that you'd like to set goals for.

Class marking periods aren't just the marking periods that have been added for your school; *they're the ones you've selected for your class. You can choose them here or in the Class Marking Periods preference for your class; see page 226.*

Math Goal-Setting Chart. *To find this chart, click* ***Resources*** *under Accelerated Math on your Home page. Then, click* ***Forms and Charts*** *and click* ***Math Goal-Setting Chart****.*

6. Enter an Objective Goal and a Test % Correct Goal for each student. Choose appropriate goals for the size of the marking period. (The Math Goal-Setting Chart in the Resources can help you set the objective goals.) Note that the test percent correct goal must be at least 85%.

   Note: All work done by the student in this class counts toward his or her goals, regardless of whether it is done for a group (see page 158) or for the class as a whole.


Accelerated Math
Home > Teams & Goals
Manage Goal
Select the class and marking period to set goals for, and then enter the students' goals.
Class: Grade 3 Math, G3M, Rossetti, 2007-2008
Class Marking Period: All Class Marking Periods
Select Class Marking Periods
Student Objective Goal Test % Correct Goal
Arnold, Jacob 75 87
Brooks, Matthew 65 85
Davis, Rebekah 75 88
Espinosa, Johanna 75 87
Greene, Nathan 75 86
Khang, Bao 75 87
Student Objective Goal Test % Correct Goal
Ling, Lin Yao 75 87
Mitchell, D'shon 75 87
Randall, Jason 70 85
Smith, Olivia 75 87
White, Bianca 72 85
Save
Done

7. Click **Save** to save the goals.
8. Click **Done** to leave the page.

About Teams and Team Sets

Each team is a part of a team set. Use a team set to group together teams whose progress you want to compare. For example, a team set could include teams for the same class, teacher, or grade.

Team sets have an owner, who has full control over the structure of the team set. Teachers can change team sets they own. School administrators can change any team set in their school. District administrators can change any team set for any school.

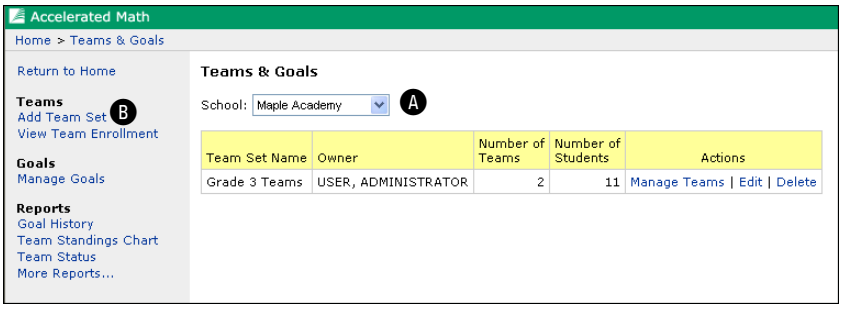
Adding Team Sets

Who Can Do This?

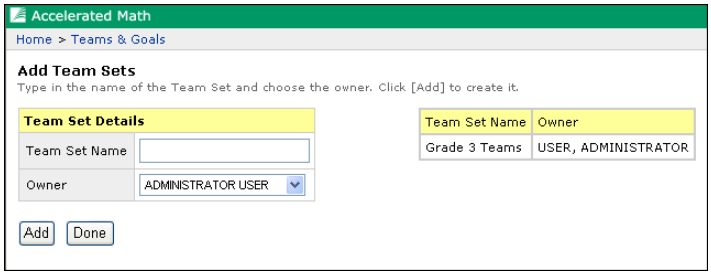
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ.



3. Click **Add Team Set** on the left side of the page Ⓑ.
4. Enter the team set name; then, click **Add**. Your new team set will be added to the list on the right side of the page.



5. Click **Done**.
6. Go on to page 192 to add the teams for the set.

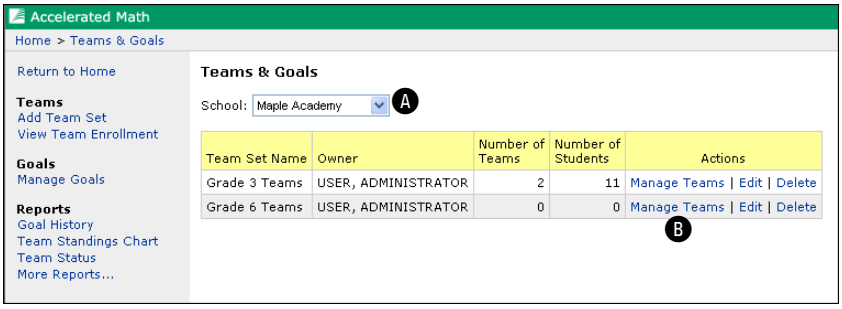
Adding Teams to a Set

Who Can Do This?

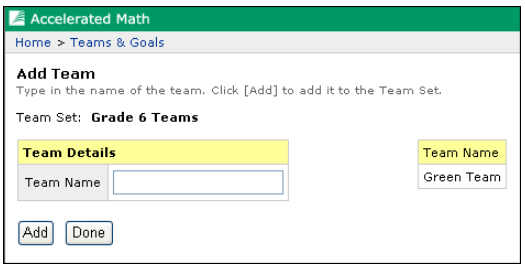
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



3. Click **Manage Teams** in the row for the team set that needs new teams Ⓑ. The next page will list the teams in the set.
4. Click **Add Team.**
5. Enter a new team name; then, click **Add**. Your new team will be added to the list on the right side of the page. Repeat this step for each team.



6. Click **Done** to leave this page.

Assigning Students to Teams

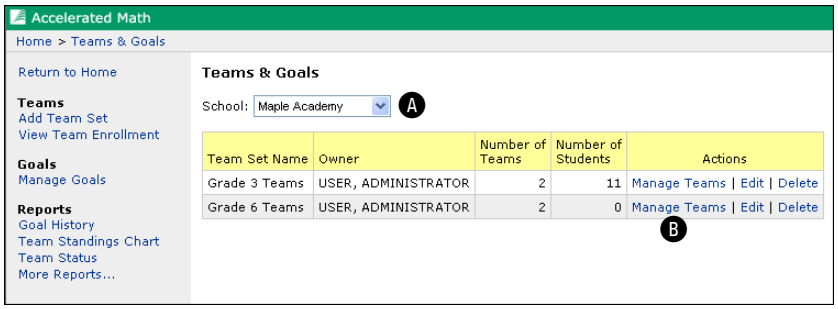
You can automatically divide students among teams or manually select the students who will be assigned to each team.

How to Automatically Divide Students Among Teams

Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



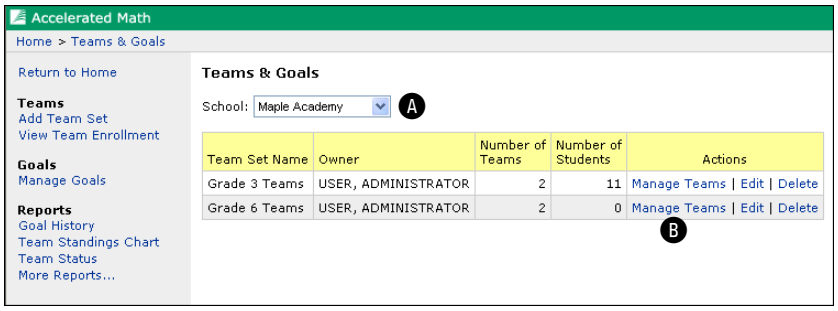
3. Click **Manage Teams** in the row for the team set that needs students assigned to teams Ⓑ. The next page will list the teams in the set.
4. Click **Auto Team Select**.
5. If the program notifies you that there are no students in your teams, click **OK**; then, on the next page, check the box next to each class you want to include and click **Done**.
6. If you want to make changes on the Change Enrollment Page, click each student's team drop-down list and choose a different team. If you make changes, click **Save**.
7. When you have finished, click **Done**.

How to Manually Select Students for Each Team

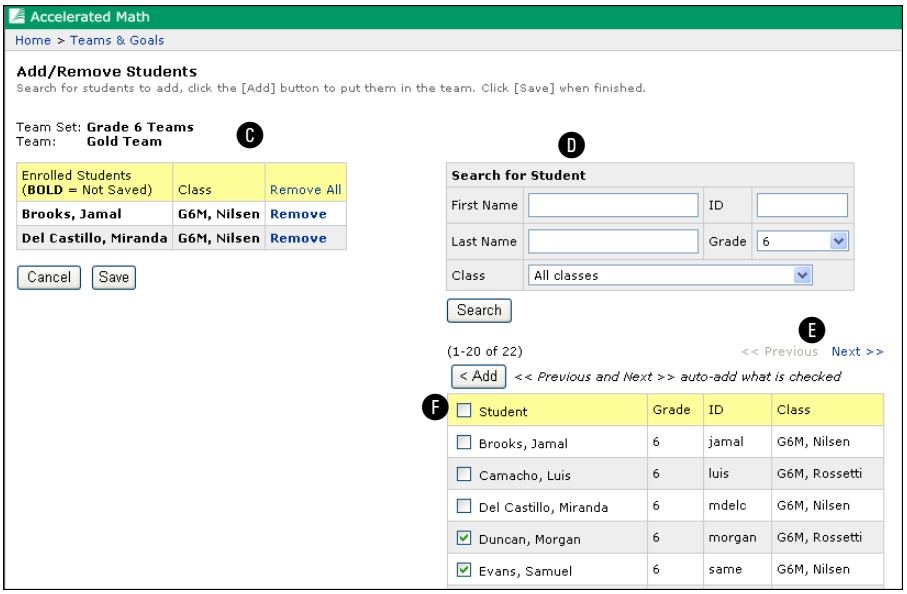
Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list (Ⓐ on the next page). The Teams & Goals page will list the team sets available for that school.



3. Click **Manage Teams** in the row for the team set that needs students assigned to teams Ⓑ. The next page will list the teams in the set.
4. Click **Add/Remove Students** in the row for a team.
5. To add a student to the team, search for the student, check the box next to the student's name, and click **< Add**. To remove a student from the team, click **Remove** in the list on the left side of the page, or click **Remove All** at the top of the column to remove all students.



Ⓒ These students are on the team (or will be when you click **Save**).

Ⓓ Enter student information and click **Search** to search for a student. You don't need to enter all the information or entire names to find a student. If you select just the grade or class, the search will find all of your students in that grade or class.

Ⓔ If the search results list is long, click **Next >>** and **<< Previous** to move through the list. When you do this, any students you had checked in this part of the list will be added to the team automatically.

Ⓕ To choose all students in the search results you're viewing, check the box next to Student.

6. Click **Save**. To assign students to another team, repeat steps 4–6.

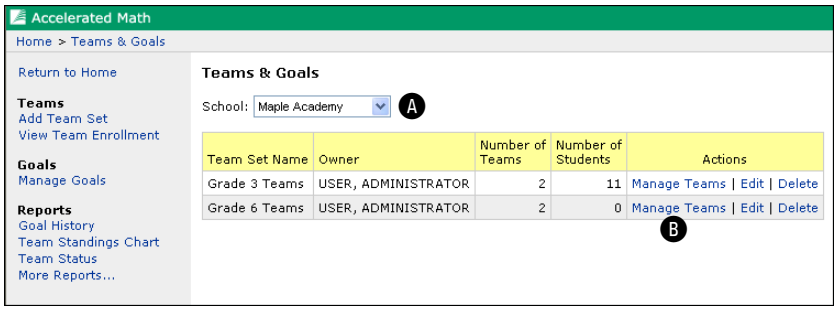
How to Change the Students on a Team

Who Can Do This?

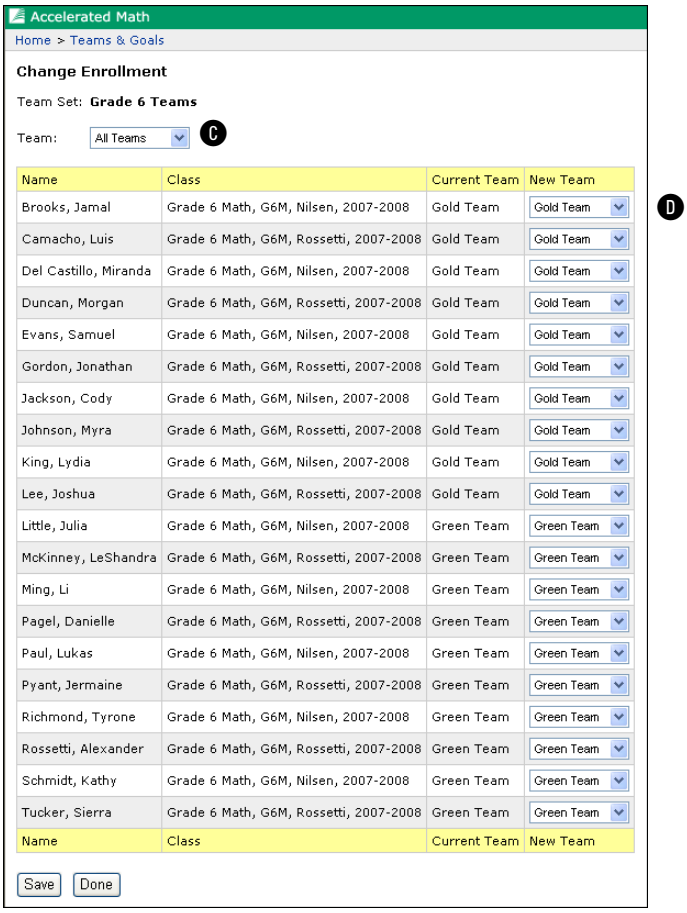
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.


Accelerated Math
Home > Teams & Goals
Return to Home
Teams
Add Team Set
View Team Enrollment
Goals
Manage Goals
Reports
Goal History
Team Standings Chart
Team Status
More Reports...
Teams & Goals
School: Maple Academy
A
Team Set Name | Owner | Number of Teams | Number of Students | Actions
Grade 3 Teams | USER, ADMINISTRATOR | 2 | 11 | Manage Teams | Edit | Delete
Grade 6 Teams | USER, ADMINISTRATOR | 2 | 0 | Manage Teams | Edit | Delete
B

3. Click **Manage Teams** in the row for the team set that needs changes to team assignments Ⓑ. The next page will list the teams in the set.
4. Click **Change Enrollment**. By default, the next page will show the students assigned to all teams.


Accelerated Math
Home > Teams & Goals
Change Enrollment
Team Set: Grade 6 Teams
Team: All Teams
C
Name | Class | Current Team | New Team
Brooks, Jamal | Grade 6 Math, G6M, Nilsen, 2007-2008 | Gold Team | Gold Team
Camacho, Luis | Grade 6 Math, G6M, Rossetti, 2007-2008 | Gold Team | Gold Team
Del Castillo, Miranda | Grade 6 Math, G6M, Nilsen, 2007-2008 | Gold Team | Gold Team
Duncan, Morgan | Grade 6 Math, G6M, Rossetti, 2007-2008 | Gold Team | Gold Team
Evans, Samuel | Grade 6 Math, G6M, Nilsen, 2007-2008 | Gold Team | Gold Team
Gordon, Jonathan | Grade 6 Math, G6M, Rossetti, 2007-2008 | Gold Team | Gold Team
Jackson, Cody | Grade 6 Math, G6M, Nilsen, 2007-2008 | Gold Team | Gold Team
Johnson, Myra | Grade 6 Math, G6M, Rossetti, 2007-2008 | Gold Team | Gold Team
King, Lydia | Grade 6 Math, G6M, Nilsen, 2007-2008 | Gold Team | Gold Team
Lee, Joshua | Grade 6 Math, G6M, Rossetti, 2007-2008 | Gold Team | Gold Team
Little, Julia | Grade 6 Math, G6M, Nilsen, 2007-2008 | Green Team | Green Team
McKinney, LeShandra | Grade 6 Math, G6M, Rossetti, 2007-2008 | Green Team | Green Team
Ming, Li | Grade 6 Math, G6M, Nilsen, 2007-2008 | Green Team | Green Team
Pagel, Danielle | Grade 6 Math, G6M, Rossetti, 2007-2008 | Green Team | Green Team
Paul, Lukas | Grade 6 Math, G6M, Nilsen, 2007-2008 | Green Team | Green Team
Pyant, Jermaine | Grade 6 Math, G6M, Rossetti, 2007-2008 | Green Team | Green Team
Richmond, Tyrone | Grade 6 Math, G6M, Nilsen, 2007-2008 | Green Team | Green Team
Rossetti, Alexander | Grade 6 Math, G6M, Rossetti, 2007-2008 | Green Team | Green Team
Schmidt, Kathy | Grade 6 Math, G6M, Nilsen, 2007-2008 | Green Team | Green Team
Tucker, Sierra | Grade 6 Math, G6M, Rossetti, 2007-2008 | Green Team | Green Team
Name | Class | Current Team | New Team
Save
Done
D

5. If necessary, click the **Team** drop-down list and choose the team whose enrollment you want to change Ⓒ.
6. To change a student's team, click the drop-down list in the row for that student and choose a different team Ⓓ.
7. Click **Save**.
8. Click **Done**.

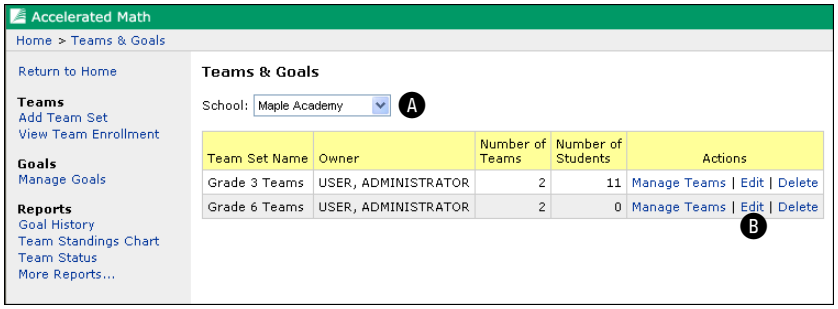
Editing Team Set Names and Owners

Who Can Do This?

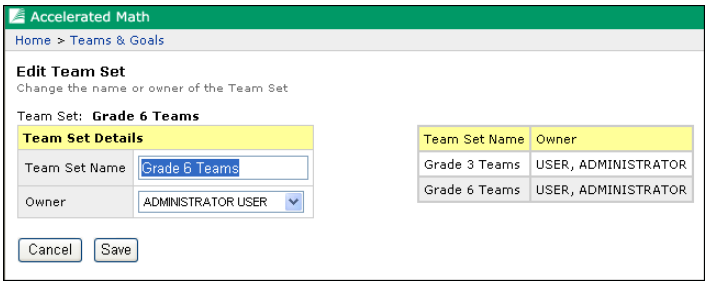
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



3. Click **Edit** in the row for the team set that needs changes Ⓑ.
4. You can enter a new team name or select a new team owner from the drop-down list. Remember that teachers can only change team sets they own, school administrators can change team sets in any school.



5. Click **Save**.

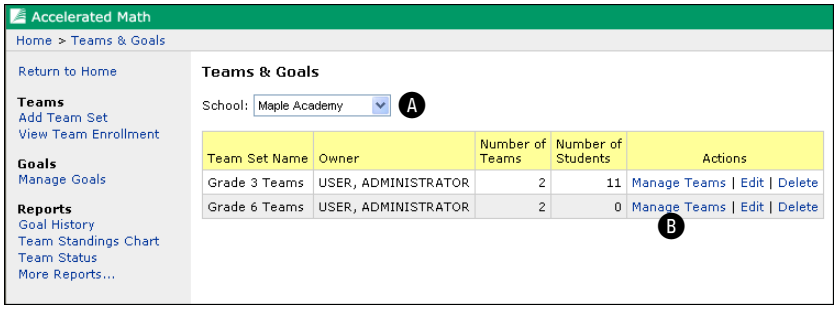
Editing Team Names

Who Can Do This?

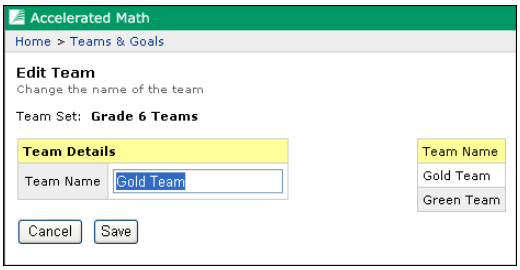
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



3. Click **Manage Teams** in the row for the team set that needs changes Ⓑ. The next page will list the teams in the set.
4. Click **Edit** in the row for the team that needs changes.
5. Enter a new name for the team; then, click **Save**.



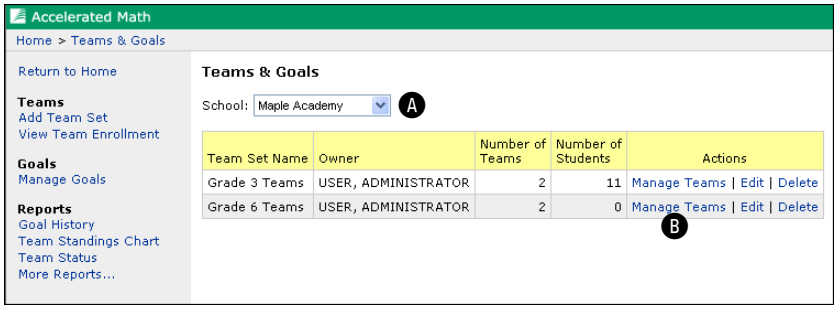
Deleting Teams from Sets

Who Can Do This?

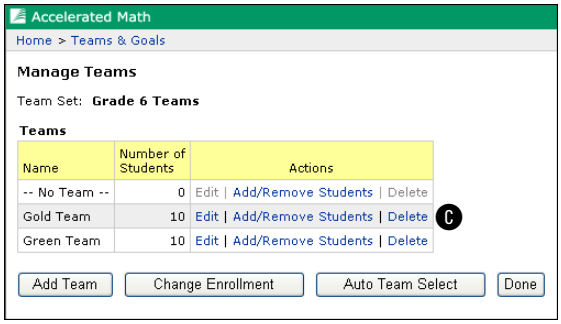
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



3. Click **Manage Teams** in the row for the team set that needs teams deleted Ⓑ. The next page will list the teams in the set.
4. Click **Delete** in the row for the team that you want to delete Ⓒ.



5. Click **Done**.

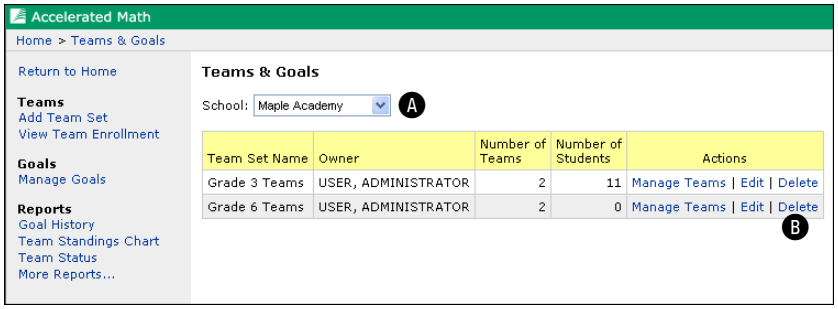
Deleting Team Sets

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list Ⓐ. The Teams & Goals page will list the team sets available for that school.



3. Click **Delete** in the row for the team set that you want to delete Ⓑ.
4. If there are teams in the set, the software will notify you that the data will be permanently deleted. To continue, click **OK**.

Printing Reports from the Teams & Goals Page

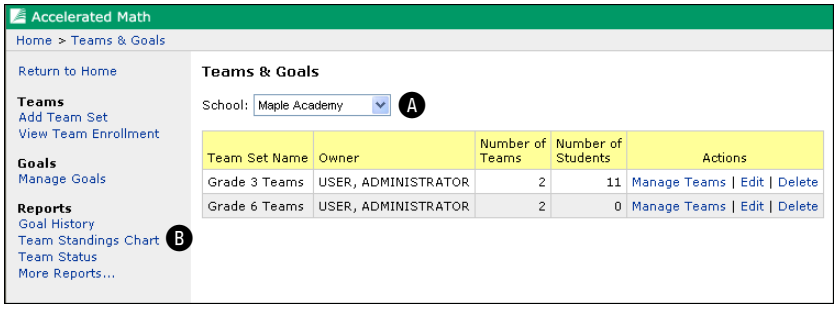
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

By following these steps, you can print the Goal History Report, the Team Standings Report, or the Team Status Report for a school.

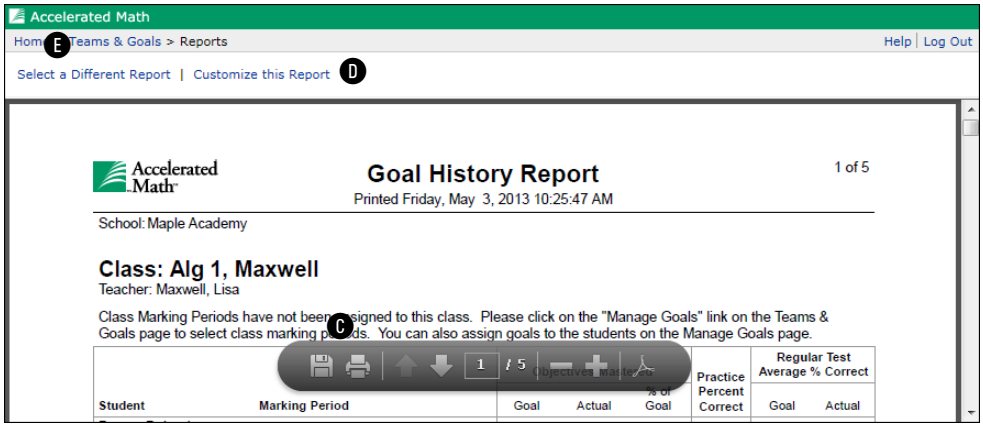
1. On the Home page, select **Accelerated Math**, then **Teams & Goals**.
2. If necessary, select your school from the drop-down list. The Teams & Goals page will list the team sets available for that school Ⓐ.



3. Click the report name on the left side of the page (Goal History, Team Standings Chart, or Team Status) Ⓑ.

4. The Report Progress page will appear until the report is ready. When it's ready, the report will open in a browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)


Accelerated Math
Hom E Teams & Goals > Reports
Help | Log Out
Select a Different Report | Customize this Report D
Accelerated Math
Goal History Report
1 of 5
Printed Friday, May 3, 2013 10:25:47 AM
School: Maple Academy
Class: Alg 1, Maxwell
Teacher: Maxwell, Lisa
Class Marking Periods have not been assigned to this class. Please click on the "Manage Goals" link on the Teams & Goals page to select class marking periods. You can also assign goals to the students on the Manage Goals page.
C
1 / 5
Student
Marking Period
Goal
Actual
% of Goal
Practice Percent Correct
Regular Test Average % Correct
Goal
Actual

C Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function.

D These links let you customize the report or choose a different Accelerated Math report.

E Click **Teams & Goals** in the navigation bar to go back to the Teams & Goals page.

Reports

Accelerated Math reports give you more information about your students' work and your Accelerated Math classes and teachers.

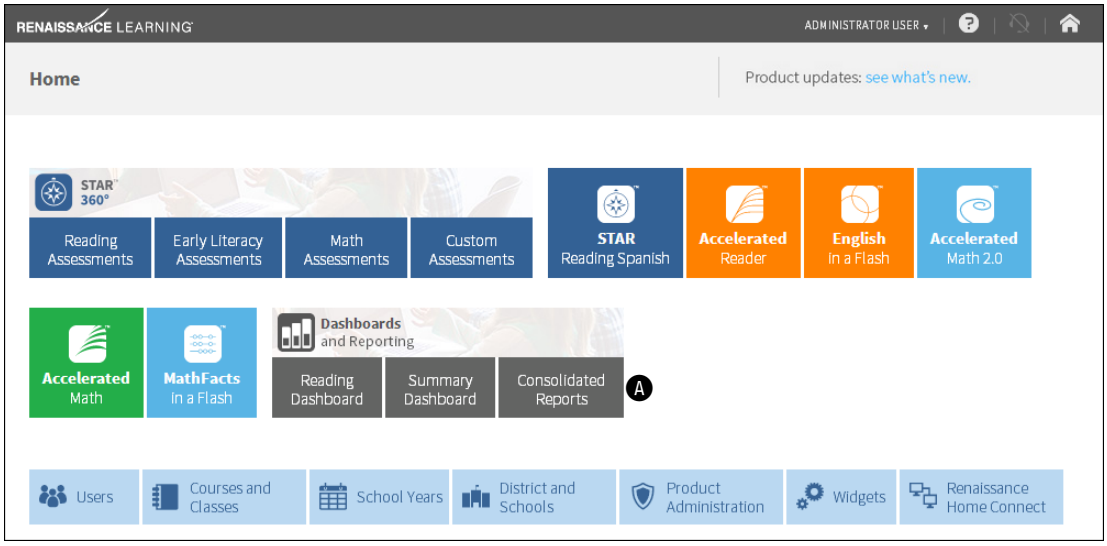
About Renaissance Place and Accelerated Math Reports

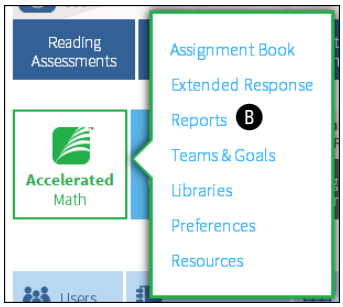
This software includes two types of reports: Renaissance Place reports and Accelerated Math reports.

On the Home page, when you click **Consolidated Reports** Ⓐ under Dashboards and Reporting, administrators and teachers can generate reports with data from more than one Renaissance Place product. For more information, see the *Renaissance Place Software Manual*.

When you click Accelerated Math, then **Reports** Ⓑ, you can generate reports about your students' work in Accelerated Math.

You can also see Accelerated Math data in Dashboards.
See page 224.





Using Accelerated Math Reports

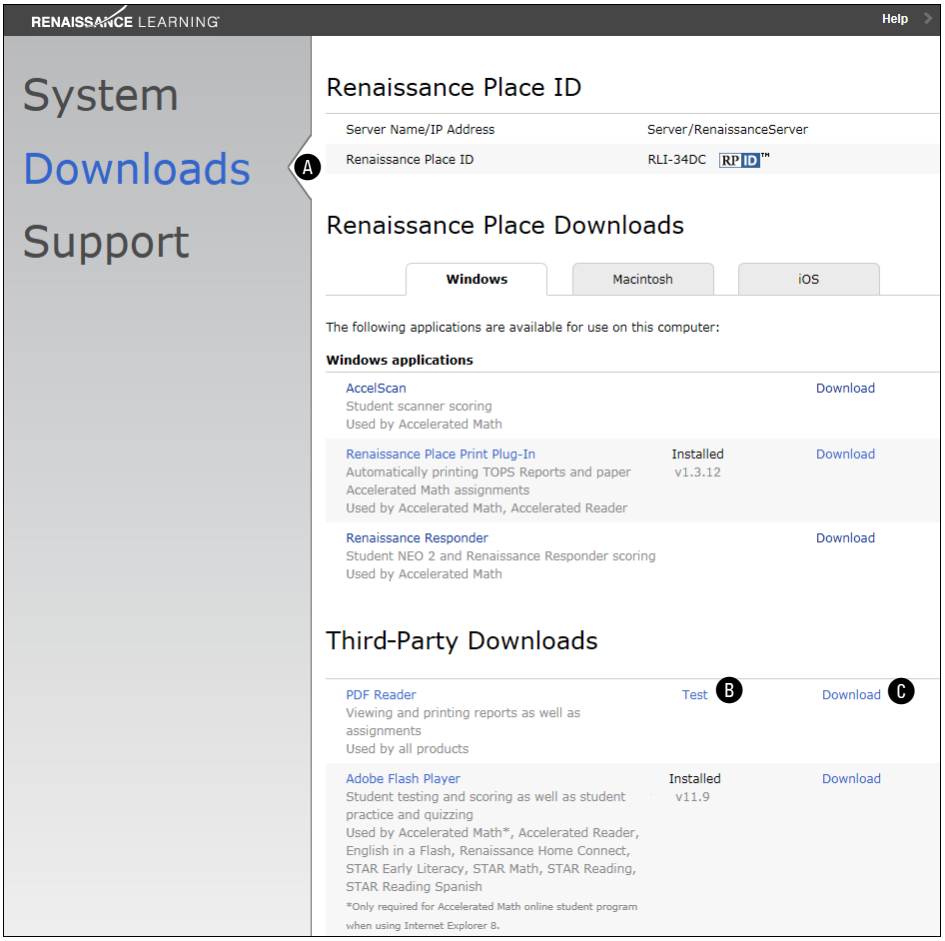
Check for a PDF Reader Before You Generate Reports

Going to the Downloads page after you log in. *On your Home page under Renaissance Place, click* ***Product Administration****, then* ***Download Supporting Software****. Click* ***Downloads****.*

Accelerated Math uses your PDF reader (such as Adobe Reader) to generate reports. To find out if a PDF reader is installed on your computer, follow these steps:

1. Click **Check Software Requirements** on the Renaissance Place welcome page before you log in.
2. Click **Downloads** on the left Ⓐ (or at the top).
3. Under Third Party Downloads, click **Test** Ⓑ next to PDF Reader to find out if a reader is installed and functioning. If the test doesn't open a PDF with a confirmation message, click **Download** link for the PDF Reader Ⓒ. You will go to a website where you can download and install Adobe Reader.

You need administrative rights to the computer to install software so that everyone can use it. *If you're not sure whether you have those rights to the computer, contact your school or district's technology/computer coordinator.*



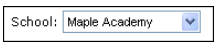
Printing Accelerated Math Reports

Who Can Do This?

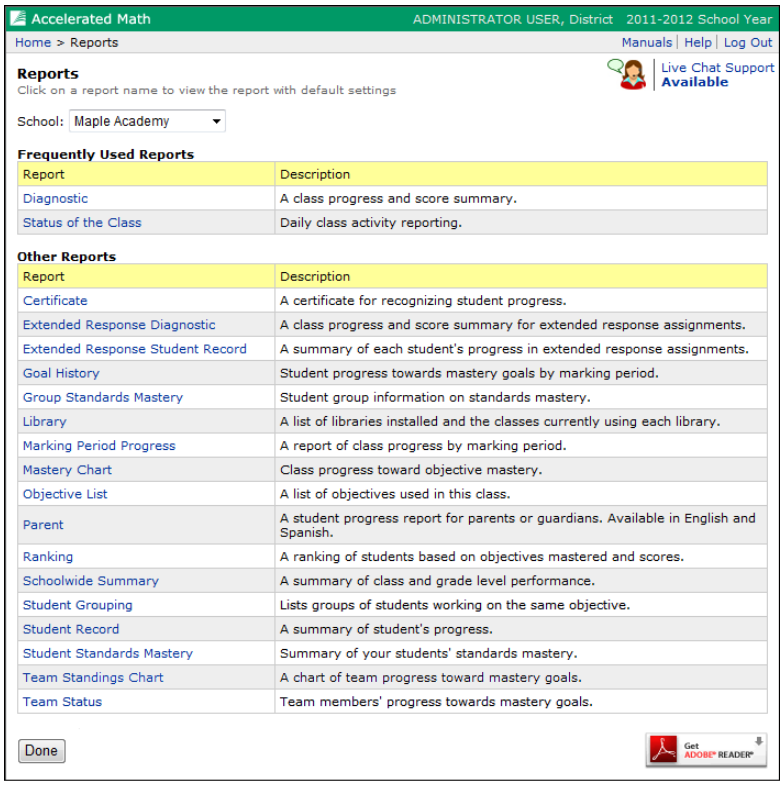
- ☑ District Administrator
- ☑ District Staff
- ☑ School Administrator
- ☑ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

1. On the Home page, select **Accelerated Math**, then **Reports**.
2. Select your school from the drop-down list if necessary.

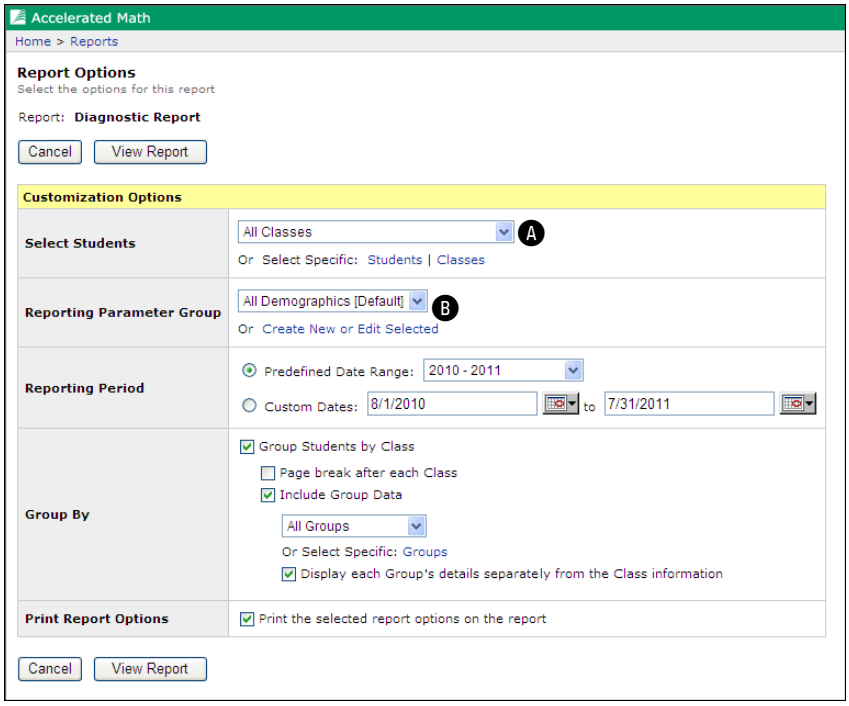


3. Click the report name in the list.


Accelerated Math
ADMINISTRATOR USER, District 2011-2012 School Year
Home > Reports
Manuals | Help | Log Out
Live Chat Support Available
Reports
Click on a report name to view the report with default settings
School: Maple Academy
Frequently Used Reports
Report | Description
Diagnostic | A class progress and score summary.
Status of the Class | Daily class activity reporting.
Other Reports
Report | Description
Certificate | A certificate for recognizing student progress.
Extended Response Diagnostic | A class progress and score summary for extended response assignments.
Extended Response Student Record | A summary of each student's progress in extended response assignments.
Goal History | Student progress towards mastery goals by marking period.
Group Standards Mastery | Student group information on standards mastery.
Library | A list of libraries installed and the classes currently using each library.
Marking Period Progress | A report of class progress by marking period.
Mastery Chart | Class progress toward objective mastery.
Objective List | A list of objectives used in this class.
Parent | A student progress report for parents or guardians. Available in English and Spanish.
Ranking | A ranking of students based on objectives mastered and scores.
Schoolwide Summary | A summary of class and grade level performance.
Student Grouping | Lists groups of students working on the same objective.
Student Record | A summary of student's progress.
Student Standards Mastery | Summary of your students' standards mastery.
Team Standings Chart | A chart of team progress toward mastery goals.
Team Status | Team members' progress towards mastery goals.
Done
Get ADOBE READER

If you need information about your class setup or enrollment, personnel, and students, *you can find that information using the links under Renaissance Place on the Home page.*

4. If the Report Options page opens, choose the custom options you prefer on that page. Each report has its own set of options. (If the page doesn't open, the report doesn't have custom options.) After choosing the options, click **View Report**.

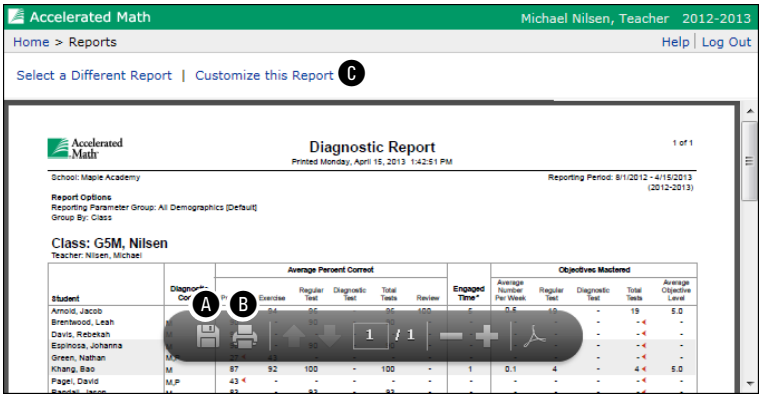


A For many reports, you can choose students by name, grade, or class. Use the drop-down list or click one of the links provided.

B Reporting parameter groups let you choose students with common traits. For more information, see page 206.

5. Accelerated Math will generate the report. When it's ready, the report will open in a browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



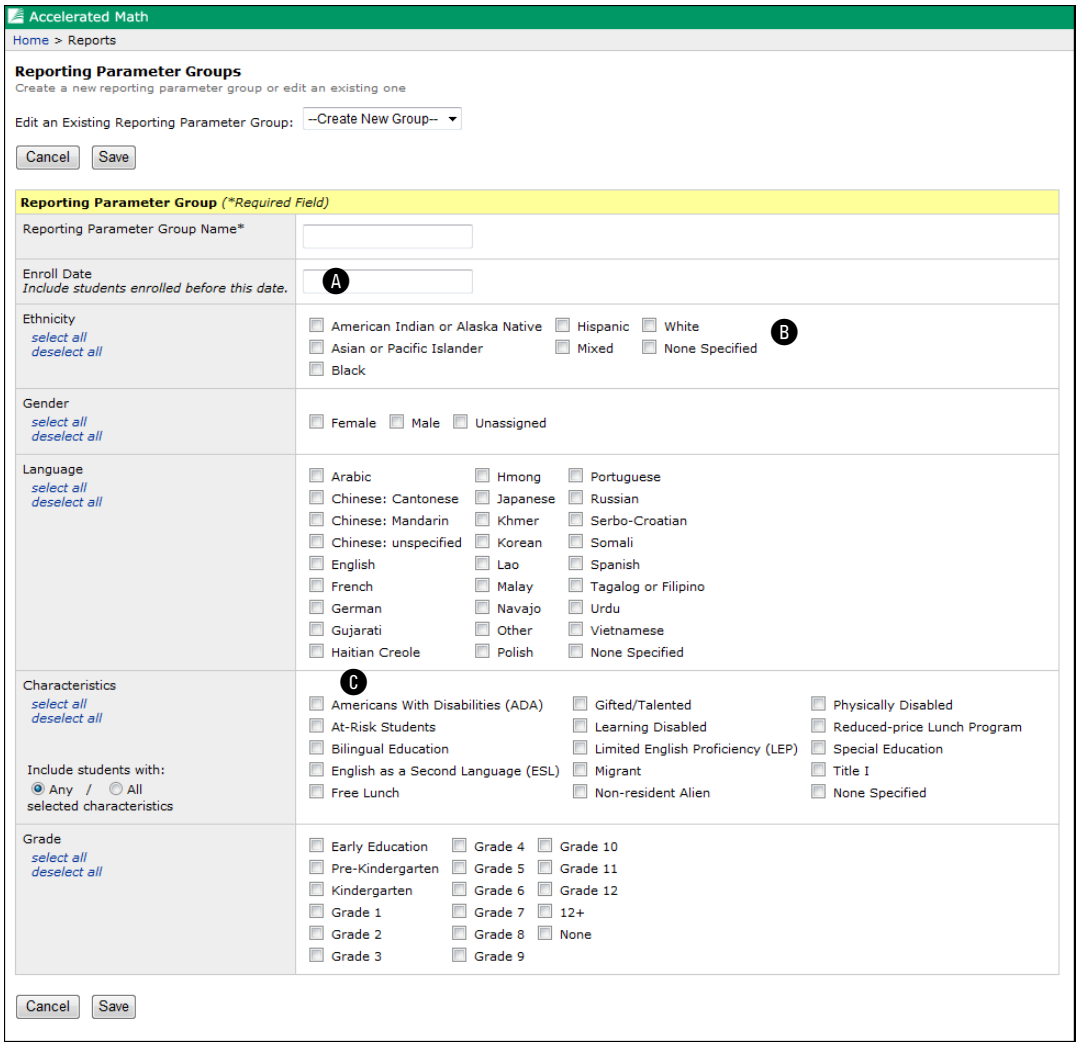
A Click the save button to save the report.

B Click the print button to print the report.

C These options let you customize a report or go back to choose a different one.

About Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. For some reports that have custom options, you can choose a reporting parameter group from a drop-down list. You can also create or change a group by clicking **Create New or Edit Selected**; this page will open:



A By entering an Enroll Date, you select students enrolled in the school before the date you specify.

B You can specify each student's ethnicity, gender, language, and grade when you add the student or edit his or her information. See the *Renaissance Place Software Manual*.

C You can assign characteristics to students separately. You can also add your own custom characteristics and assign them to students. See the *Renaissance Place Software Manual*.

Working in a Different School Year to Get Reports on Past Classes

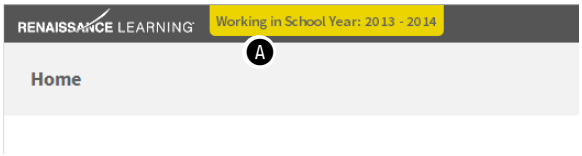
At times, you may want to get reports about classes from a previous school year. To do this, you need to choose to work in that school year before running reports. (You may also want to work in a different school year if you are adding information for the next school year.)

The school year that you are working in now is shown to the right of your name in the upper-right corner of any Renaissance Place program page.

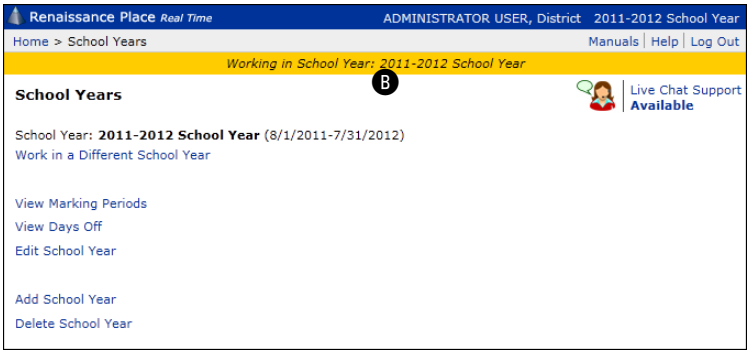
To work in another school year, follow these steps:

1. On the Home page, click **School Years**.
2. Click **Work in a Different School Year** on the School Years page.
3. Click the school year that you want to work in. You will return to the Home page.

   If you choose to work in a past or future school year, the school year that you are working in will be shown in gold next to the Renaissance Learning logo Ⓐ.



   On other pages, you will see a gold bar Ⓑ toward the top of every page with a message reminding you of the school year you are working in.


Renaissance Place Real Time
ADMINISTRATOR USER, District 2011-2012 School Year
Home > School Years
Manuals | Help | Log Out
Working in School Year: 2011-2012 School Year
B
School Years
Live Chat Support Available
School Year: 2011-2012 School Year (8/1/2011-7/31/2012)
Work in a Different School Year
View Marking Periods
View Days Off
Edit School Year
Add School Year
Delete School Year

Report Descriptions

This table lists the reports in the Accelerated Math software.

Report	Why You'd Use It	Information in the Report	Things You Can Change
Certificate Report	To recognize students who have mastered objectives or completed libraries.	Each certificate includes a title, the student name, the accomplishment, and blanks for two signatures.	You may select: ▸ classes or students to include ▸ date range ▸ accomplishment to be recognized ▸ labels for the signatures ▸ border (elementary, middle, high school, or standard, which is for any level)
Diagnostic Report	To get an overview of student and class progress in the Assignment Book and to use diagnostic codes to help you see potential problems.	The report includes diagnostic codes, the average percent correct for each type of assignment and review, the engaged time, the average number of objectives mastered per week, the number of objectives mastered through regular and diagnostic tests and all tests, and the average grade level for mastered objectives. **Things to Note** ▸ Engaged time estimates how much actual time your students are spending working math problems. For more information, see page 221. ▸ This report can also be printed from the Assignment Book (see page 154).	You may select: ▸ classes or students to include ▸ date range ▸ whether to group students by class, whether to include a page break after each class, whether to include data from the groups set up for the class, and whether to display each group's data separately from class data (teachers may select specific groups to include unless they have already selected specific students for the report) ▸ whether to include the report options you've selected on the report itself
Extended Response Diagnostic Report	To get an overview of student and class work on extended response assignments.	The report includes the number of assignments completed, average scores for each score category, and the average score for the assignments as a whole. **Things to Note** ▸ The answer isn't the only factor in an extended response score. Teachers award students points for the answer, strategy, and understanding. (Some objectives don't have all three categories.) ▸ This report can also be printed from the Extended Response page (see page 185).	You may select: ▸ classes or students to include ▸ date range ▸ grouping used ▸ whether to include a page break after each group ▸ whether to include the report options you've selected on the report itself

Report	Why You'd Use It	Information in the Report	Things You Can Change
Extended Response Student Record Report	To see a summary of extended response work for each student.	The report includes the objectives each student has worked on, the scores for each category, total score, and the date each assignment was completed and scored. **Things to Note** ▸ The answer isn't the only factor in an extended response score. Teachers award students points for the answer, strategy, and understanding.	You may select: ▸ classes or students to include ▸ date range ▸ whether to include all objectives or only the most recently worked objectives ▸ whether to include a page break after each student ▸ whether to include the report options you've selected on the report itself
Goal History Report	To keep track of students' progress toward their goals.	The report includes the student's objective goal for the period, the actual number of objectives mastered, the percentage of the goal met, the student's average percent correct for practice assignments and tests, and the student's test percent correct goal. **Things to Note** ▸ Goals are set for the selected class marking periods. See the Class Marking Periods preference on page 226. ▸ To set student goals, see page 189. ▸ This report can also be printed from the Teams & Goals page (see page 199).	You may select: ▸ classes or students to include ▸ whether to identify students by name or ID
Group Standards Mastery Report	To keep track of student progress toward mastering standards from the agency you select.	The report includes the agency, standards, and tag names, the related objectives, the number of students who have tested on each objective, the average percent correct for the last test, and the percentage of the class that has mastered each objective. **Things to Note** ▸ On this report, mastered objectives aren't necessarily those that are marked *Mastered* in the Assignment Book. Instead, on the Report Options page, you set the test percent correct a student must achieve on each objective for it to be considered mastered on the report.	You may select: ▸ classes or students to include ▸ percent correct required for objective mastery on this report ▸ whether to limit the report to objectives that students have worked on ▸ the standards agencies to include ▸ whether to print the report options you've selected on the report

Report	Why You'd Use It	Information in the Report	Things You Can Change
Library Report	To see which Accelerated Math libraries your classes are using (based on the objectives they have selected, whether they select all of the library's objectives or just some).	Lists the installed libraries and the classes that are using them. The report includes each library's edition, revision, and version, the teacher for each class using a library, and the number of objectives the class is using from the library. **Things to Note** ▸ The summary version of this report lists the information above. The detailed version also lists the name of the objective list and the objectives that each class is using from each library. ▸ This report can also be printed from the Libraries page.	You may select: ▸ summary or detailed report
Marking Period Progress Report	To keep track of student progress toward mastering objectives and their average scores by marking period.	For each marking period, the report includes the class median of mastered objectives, average scores for each type of assignment and review problems, and the percentage of students at risk. Graphs show some of this information in another form. **Things to Note** ▸ Students are at risk if their number of mastered objectives is less than half the class median. They're also considered at risk if they have a low percent correct for practice problems, test problems, or review problems, or if they have objectives marked *Intervene* (see page 71).	You may select: ▸ classes to include ▸ all marking periods or specific marking periods
Mastery Chart	To see how many students have mastered each objective (by number and percentage).	Lists the objectives used in each class Assignment Book. The report includes the number of students who have mastered the objective and the percentage of the class that has done so.	You may select: ▸ classes to include

Report	Why You'd Use It	Information in the Report	Things You Can Change
Objective List Report	To get a list of the objectives in the objective list you've chosen for your class Assignment Book. This is also a good way to see the mastery criteria for all objectives in your class objective list.	For each class, this report lists the objectives being used by the class as a whole and by the groups in the class. The report includes each objective's description, library objective code, and mastery criteria. (For more about mastery criteria, see page 73.) The report can also include extended response objectives, their descriptions, their library objective codes, and the number of points possible for answer, strategy, and understanding. **Things to Note** ▸ This report can also be printed from the Libraries page.	You may select: ▸ classes or objective lists to include ▸ whether to include extended response objectives
Parent Report	To give parents or guardians a summary of their students' work.	The report includes the student's average percent correct for practice, test, and review problems, the number of objectives mastered, and the student's goals for mastered objectives and test percent correct. It compares the student's work to the class median. **Things to Note** ▸ Parents can print this report for their children; see page 221. ▸ Teachers can choose to print this report in Spanish on the Report Options page. ▸ This report explains terms that may not be familiar to parents.	You may select: ▸ classes or students to include ▸ date range ▸ whether to compare students to the class median ▸ whether to print the report(s) in Spanish ▸ whether to include blanks for teacher and parent signatures

Report	Why You'd Use It	Information in the Report	Things You Can Change
Ranking Report	To see how students rank in mastering objectives and in their overall scores.	Ranks students by number of objectives mastered, percent correct for test, practice, and review problems, and overall percent correct. **Things to Note** ▸ Diagnostic tests are included in the test percent correct. ▸ Exercises are included in the practice percent correct.	You may select: ▸ class or students to include ▸ whether to include data from groups set up for the class and whether to display each group's data separately from class data (teachers may select specific groups to include unless they have already selected specific students for the report) ▸ date range ▸ whether to include all students or only the number of top students you specify ▸ sorting used ▸ whether to include a ranking based on review problem scores ▸ whether to print the report options you've selected on the report.
Schoolwide Summary Report	To get a summary of the Accelerated Math work for each class.	The report includes the number of students, the total number of objectives mastered, the average number of objectives mastered and the median, the average percent correct for each type of assignment and review problems, and the percent of students at risk. **Things to Note** ▸ Students are at risk if their number of mastered objectives is less than half the class median. They're also considered at risk if they have a low percent correct for practice problems, test problems, or review problems, or if they have objectives marked *Intervene* (see page 71).	You may select: ▸ date range ▸ sorting used ▸ whether to print the report options you've selected on the report

Report	Why You'd Use It	Information in the Report	Things You Can Change
Status of the Class Report	This report is an excellent way to keep track of your students' daily work. You can make sure students have assignments and objectives, and you can make sure students are completing the assignments they've been given.	The report shows you which students have objectives marked *Intervene* and which students are working on assignments, need assignments generated, or need objectives assigned. It also shows you the date and type of the last completed assignment and the date when unscored assignments were generated. The report includes the number of objectives each student has ready for testing and lists objectives that are causing difficulties for the class. If you include the Outstanding Assignments section, the report shows you the form numbers (paper assignments only), problem numbers, and dates for each unscored assignment and the number of school days since work was last generated. **Things to Note** ▸ This report can also be printed from the Assignment Book (see page 154). When you print it from the Assignment Book, it cannot be customized; the report will include your class, list objectives causing difficulties for at least three students, and include the Outstanding Assignments section.	You may select: ▸ classes to include ▸ whether to include data from groups set up for the class and whether to display each group's data separately from class data (teachers may select specific groups) ▸ how many students (minimum) must be experiencing difficulties with an objective before it appears in the list of objectives causing difficulties (choose from 2, 3, 4, or 5) ▸ whether to include a list of unscored assignments with detailed information
Student Grouping Report	To see which students are working on each objective.	Lists the objectives your students are working on and the students who are working on each objective. The report includes the current status of each student's work and the student's average score for practices/exercises and tests. **Things to Note** ▸ Diagnostic tests are included in the report data.	You may select: ▸ classes to include ▸ minimum number of students who must work on an objective before it is included on the report ▸ whether to print the report options you've selected on the report

Report	Why You'd Use It	Information in the Report	Things You Can Change
Student Record Report	To get a list of each student's active, intervene, and mastered objectives and information about their work on those objectives.	Lists each student's active, intervene, and mastered objectives. The active objective list also includes the library objective code, the date when the student was ready to test, the date on which the last test was scored, and the average percent correct for this objective on each type of assignment. The list of intervene objectives also includes the library objective code, the date the objective was marked *Intervene*, the type of work the student was doing, and the average percent correct for the last practice, all practices, exercises, regular tests, and review problems. Above the mastered objectives, you will see the student's marking period goal for mastered objectives and the student's progress toward that goal. The list of mastered objectives also includes the library objective code, the date each was mastered and the average percent correct for each assignment type and review problems. **Things to Note** ▸ Parents can print this report for their children; see page 221. Parents have fewer custom options—they can choose the number of objectives to include and whether to include only mastered objectives.	You may select: ▸ classes or students to include ▸ whether to include data from groups set up for the class and whether to display each group's data separately from class data (teachers may select specific groups unless they have already selected specific students for the report) ▸ date range ▸ whether to limit the report to the number of objectives you specify ▸ whether to include a page break after each student ▸ whether to include only mastered objectives ▸ whether to print the report options you've selected on the report
Student Standards Mastery Report	To see how your students are performing on objectives related to standards.	For each student, this report lists the standards and tags related to the objectives they have worked on, the objectives themselves, the library objective code for each objective, the student's percent correct on the last test with the objective, and whether the student has mastered the objective.	You may select: ▸ classes or students to include ▸ percent correct required for objective mastery on this report ▸ whether to include a page break after each student ▸ whether to limit the report to objectives that students have worked on ▸ the standards agencies to include ▸ whether to print the report options you've selected on the report

Report	Why You'd Use It	Information in the Report	Things You Can Change
Team Standings Chart	To see team progress toward objective mastery goals.	Uses a bar graph to compare team progress toward objective mastery goals. The percentage that shows team progress is the number of objectives mastered divided by the team goal. (The average test percent correct goal is not included.) **Things to Note** ▸ The number of objectives mastered by each team member is limited to his or her goal so strong members can't have too great an effect. ▸ Team reports are always based on current team assignments, even if you're reporting on a past marking period when the teams were different.	You may select: ▸ team sets to include ▸ date range ▸ sorting used ▸ whether to print the report options you've selected on the report
Team Status Report	To see individual team member progress toward goals.	Shows how well each team member is progressing toward goals. The report includes both goals for each student and the student's actual achievement. (For more about goals, see page 189.) **Things to Note** ▸ Team reports are always based on current team assignments, even if you're reporting on a past marking period when the teams were different.	You may select: ▸ team sets to include ▸ date range ▸ whether to identify students by name or ID

Report	Why You'd Use It	Information in the Report	Things You Can Change
TOPS Report	Prints after each paper assignment to show you the student's score for the assignment and each objective. **Note:** For online assignments, students do not get a TOPS Report, but they do see an assignment summary that can be printed; see "Completing Online Assignments" on page 90.	The report includes the student's score and the objectives included. Unless you're regenerating the report, it also includes a summary of work for the class marking period and school year. The report may also show which problems the student answered incorrectly; for assisted-response assignments, it may show the correct answer for each of these problems. **Things to Note** ▶ This report prints automatically after paper assignments, and it can be regenerated for any assignment from the Assignment Book (see page 155) or Extended Response page (see page 186). ▶ For online assignments, students review their work in the software instead of getting a TOPS Report. Students can also review results of past assignments. Students can print the summary. ▶ Marking period results are based on the class marking periods. See the Class Marking Periods preference on page 226. School year results are based on the duration of the class.	Not customizable when you print it, but you can set the TOPS Report preference for your class to control what's included; see page 234.

Which Report Should I Use?

The following table can help you find the Accelerated Math that has the information you need. If more than one report is listed, the report descriptions (starting on page 208) can help you decide which report to use.

Information	Reports That Include It
Goals for Students	
Goals for students	▸ Goal History Report *(includes both goals for individuals and the class or group as well as the percentage of the objectives mastered goal achieved)* ▸ Parent Report *(includes objectives mastered goal for the marking period)* ▸ Team Status Report *(includes both goals for the marking period as well as the percentage of the objectives mastered goal achieved)*
Library Information	
Libraries—those available, editions, revisions, versions, the classes and teachers using them, the total number objectives installed from each for the class, and lists of objectives being used from the library by each class	▸ Library Report
Library objectives codes	▸ Group Standards Mastery Report ▸ Library Report ▸ Mastery Chart ▸ Student Grouping Report ▸ Student Record Report ▸ Student Standards Mastery Report
Objectives—Information and Performance	
Active (working) objectives for each student	▸ Student Record Report
Date objective was ready to test for student, date test was completed, date mastered	▸ Student Record Report
Last test average percent correct for each objective	▸ Group Standards Mastery Report ▸ Student Standards Mastery Report
List of objectives being used by each class	▸ Mastery Chart ▸ Objective List Report ▸ Student Grouping Report
Mastery criteria—practice, test, and review mastery criteria for each objective	▸ Objective List Report
Number of problems answered correctly out of total worked for objectives	▸ Student Grouping Report *(practices and tests)* ▸ Student Record Report *(all problem types)*
Number of students who have mastered each objective	▸ Mastery Chart

Information	Reports That Include It
Objectives causing difficulties	▸ Status of the Class Report
Objectives—Information and Performance (continued)	
Objectives mastered for student	▸ Student Record Report ▸ Student Standards Mastery Report
Percent correct for exercise, regular test, diagnostic, and practice problems for each objective	▸ Student Record Report
Percent of class that has mastered each objective	▸ Group Standards Mastery Report ▸ Mastery Chart
Practice and test percent correct for each student for objectives	▸ Student Grouping Report *(practice and test)* ▸ Student Record Report *(practice only)*
Status of objectives for each student in class	▸ Student Grouping Report
Usage of objectives from each library for each class	▸ Library Report
Parent Report	
Report to give parents an update on their child's progress	▸ Parent Report
Progress and Performance of Students	
Active (working) objectives for each student	▸ Student Record Report
Average number of objectives mastered	▸ Diagnostic Report *(average number mastered per week for each student)* ▸ Schoolwide Summary Report *(for class or grade)*
Average level for objectives mastered	▸ Diagnostic Report
Engaged Time per day (see page 221)	▸ Diagnostic Report
Last assignment completed—type and date	▸ Status of the Class Report
Last test average percent correct for each objective	▸ Group Standards Mastery Report
Marking periods—class marking periods list and related data for those time periods	▸ Marking Period Progress Report
Mastered objectives (for each student)	▸ Student Record Report ▸ Student Standards Mastery Report
Median of mastered objectives	▸ Marking Period Progress Report *(for marking period)* ▸ Schoolwide Summary Report
Number of objectives mastered for a class or group	▸ Diagnostic Report *(shows those mastered through regular tests, diagnostic tests, and all tests)* ▸ Schoolwide Summary Report ▸ Team Status Report *(for marking period)*

Information	Reports That Include It
Progress and Performance of Students (continued)	
Number of objectives mastered for individual students	▸ Certificate Report ▸ Diagnostic Report *(shows those mastered through regular tests, diagnostic tests, and all tests)* ▸ Parent Report ▸ Ranking Report ▸ Team Status Report *(for a marking period)*
Number of objectives ready to test for each student	▸ Status of the Class Report
Number of students who need assignments generated, objectives assigned, or tests generated in class or group	▸ Status of the Class Report
Number of students who took no regular tests	▸ Diagnostic Report
Outstanding (unscored) assignments—type and date	▸ Status of the Class Report *(provides details for individuals and also includes the total number of outstanding practices, exercises, regular tests and diagnostic tests for the class or group)*
Percent correct for class or group on practice, test, and/or review problems overall	▸ Goal History Report *(practice and test problems)* ▸ Marking Period Progress Report *(all problem types per marking period)* ▸ Schoolwide Summary Report *(all problem types)* ▸ Team Status Report *(test problems in marking period)*
Percent correct for individual students on practices, exercises, diagnostic tests, all tests, and review problems	▸ Diagnostic Report *(all)* ▸ Goal History Report *(overall for practice problems and regular test problems)* ▸ Parent Report *(overall for all practice and test problems)* ▸ Ranking Report *(overall for all practice and test problems)* ▸ Student Record Report *(all, per active and mastered objective)* ▸ Team Status Report *(regular tests only)*
Ranks—by number of objectives mastered, percent correct on test problems, percent correct on practice problems, and overall percent correct	▸ Ranking Report
Progress and Performance on Extended Response Assignments	
Date each extended response assignment was completed	▸ Extended Response Student Record Report
Number of extended response assignments completed	▸ Extended Response Diagnostic Report ▸ Extended Response Student Record Report
Percentage correct for each extended response score category and overall (for individuals and the class or group)	▸ Extended Response Diagnostic Report ▸ Extended Response Student Record Report

Information	Reports That Include It
Points possible for each extended response objective by score category and overall	▸ Objective List Report
Recognition for Student Work	
Award certificate	▸ Certificate Report
Standards Data	
Standards agencies, standards, and tags related to students' objectives	▸ Group Standards Mastery Report *(for a class or group)* ▸ Student Standards Mastery Report *(for individual students)*
Students Who Need Assistance	
At-risk students—percentage	▸ Marking Period Progress Report *(per marking period)* ▸ Schoolwide Summary Report
Diagnostic codes (to show which students are struggling)	▸ Diagnostic Report
Intervention needed—which students require intervention for one or more objectives	▸ Diagnostic Report ▸ Status of the Class Report *(includes list of Intervene objectives with problem type and overall results as well as the overall number of students who need intervention)* ▸ Student Record Report *(includes list of Intervene objectives with the Intervene date, problem type, and average percent correct for work on different types of assignments/problems)*
Less than 1/2 median objectives mastered—which students have mastered less than half of the median of the rest of the class	▸ Diagnostic Report
Low percentage correct—which students have a low percentage correct for practice, regular test, or review problems	▸ Diagnostic Report
Team Information and Performance	
Teams—members	▸ Team Status Report
Teams—names	▸ Team Status Report ▸ Team Standings Report
Teams—percent of team goal achieved	▸ Team Standings Report

Diagnostic Export

Use the Diagnostic Export in Renaissance Place to provide Diagnostic Report data to Renaissance Learning. You can also use the export file to import information into spreadsheets or other databases.

For more information and for instructions, see the *Renaissance Place Software Manual*.

Engaged Time

Days off set in Renaissance Place can affect the value used for the number of school days in the reporting period. *Keep this in mind if your administrator has entered days off for your school in Renaissance Place.*

The Engaged Time calculation appears on the Diagnostic Report. This shows how much actual time students are likely spending working problems for Accelerated Math objectives. This is how Engaged Time is calculated:

$$\frac{\text{(number of objectives mastered)} \times \text{(50 minutes per objective)}}{\text{number of school days in the reporting period}}$$

Parent Reports

How to Give Parents Direct Access to the Accelerated Math Parent Reports

Parents can print the Accelerated Math Parent and Student Records Reports themselves if you do the following:

- Add the parents to the software and assign their children.
- Give the parents the address to the software and the ability to access the server from their browser.
- Send parents their user names and passwords.

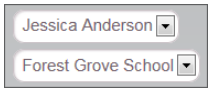
To find out how to add parents and how parents can request access, see the *Renaissance Place Software Manual*.

Note: If your school has Renaissance Home Connect available, parents can also log in to Renaissance Home Connect using the student's login information to view the student's progress.

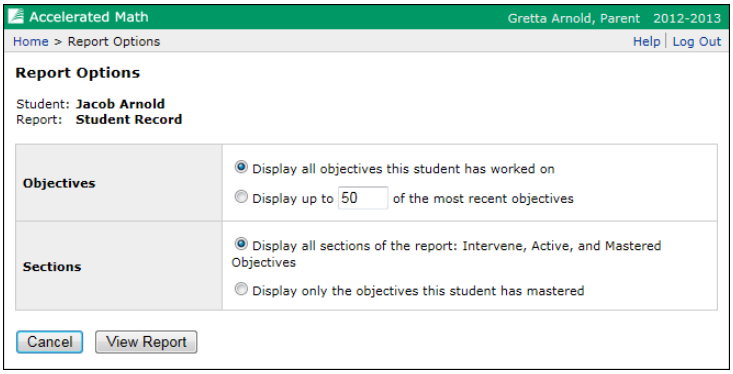
How Parents Print Accelerated Math Reports from Renaissance Place

A PDF reader is required to view reports. *Like personnel, parents need a PDF reader to view reports. Tell parents that they can click the* ***Get Adobe Reader*** *button to go to a website where they can find out how to download and install the program.*

1. After logging in to Renaissance Place, select one of your children from the student drop-down list if you have more than one child using the software.

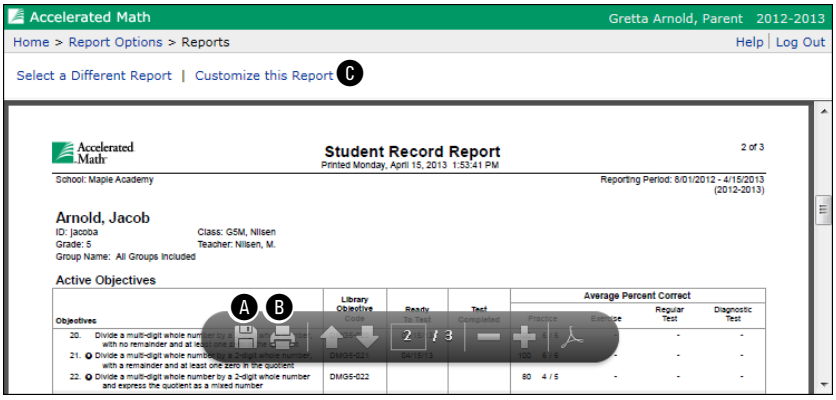


2. If your child has data from more than one school, a school drop-down list will appear as shown above; choose the school for which you want to view reports.
3. Under Accelerated Math on the Home page, click **Parent Report** to print an English Parent Report or **Informe en Español Para los Padres** to print a Spanish Parent Report. You can also click the **Student Record Report**.
4. If you chose the Student Record Report, the Report Options page will open. Choose whether to include all objectives your child has worked on or only a limited number. Then, decide whether to include just mastered objectives or objectives that your child is still practicing as well. When you've finished choosing the options, click **View Report**.


Accelerated Math
Gretta Arnold, Parent 2012-2013
Home > Report Options
Help | Log Out
Report Options
Student: Jacob Arnold
Report: Student Record
Objectives
Display all objectives this student has worked on
Display up to 50 of the most recent objectives
Sections
Display all sections of the report: Intervene, Active, and Mastered Objectives
Display only the objectives this student has mastered
Cancel
View Report

5. The report will open in a browser window or a separate window.

   If it opens in a browser window as shown below, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the bottom center of the document or press F8.)



A Click the save button to save the report.

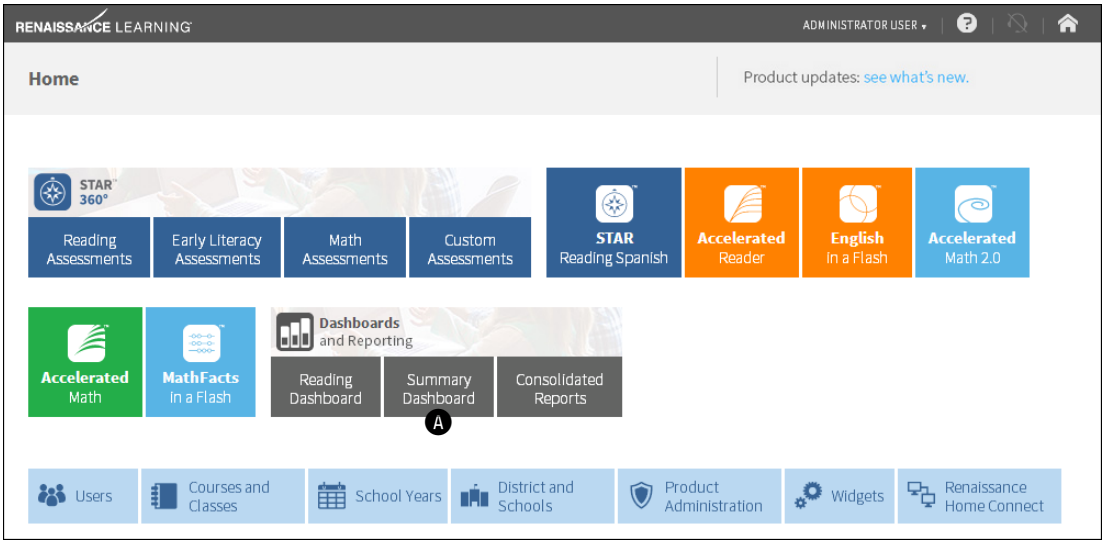
B Click the print button to print the report.

C These options let you choose different options for the report or go back to choose a different one.

Renaissance Place Summary Dashboard

The Renaissance Place Summary Dashboard gives administrators, staff, and teachers a way to quickly get an overall view of how their schools(s) are performing in several different areas. Accelerated Math data is included in the Dashboard.

To open the Dashboard, on the Home page click **Summary Dashboard** Ⓐ under Dashboards and Reporting.

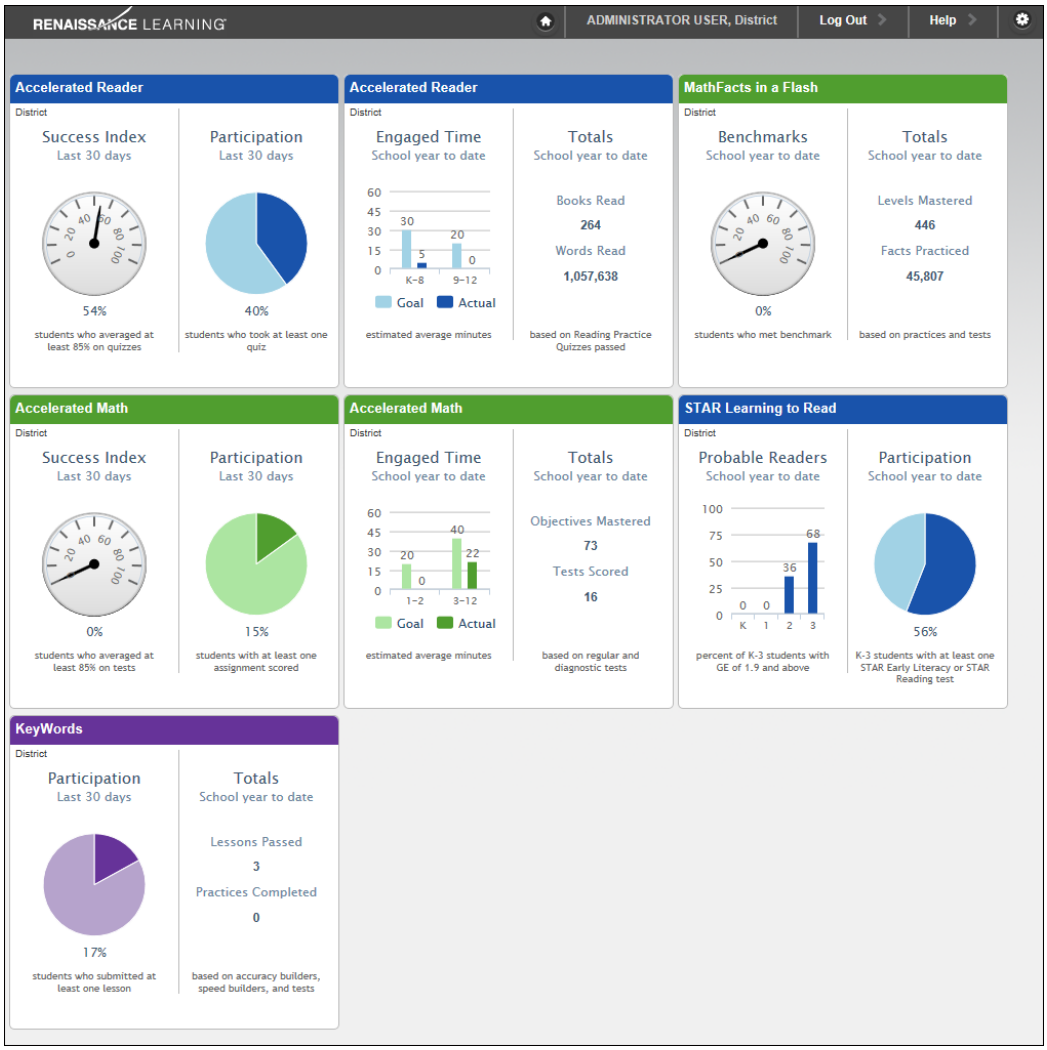


For Accelerated Math, the Renaissance Place Dashboard shows:

- the percentage of your Accelerated Math students who have averaged at least 85% on tests
- the percentage who have had at least one assignment scored in the past 30 days
- the Engaged Time (see page 221)
- the total objectives mastered and tests taken so far during this school year

See the example on the next page. For more information about one of these, click one of the metrics (such as the Accelerated Math Success Index).

For more information about using Dashboard, click **Help** in the upper-right corner of the Dashboard or refer to the *Renaissance Place Software Manual*.


RENAISSANCE LEARNING
ADMINISTRATOR USER, District
Log Out
Help
Accelerated Reader
District
Success Index
Last 30 days
54%
students who averaged at least 85% on quizzes
Participation
Last 30 days
40%
students who took at least one quiz
Accelerated Reader
District
Engaged Time
School year to date
60
45
30
15
0
30
5
20
0
K–8
9–12
Goal
Actual
estimated average minutes
Totals
School year to date
Books Read
264
Words Read
1,057,638
based on Reading Practice Quizzes passed
MathFacts in a Flash
District
Benchmarks
School year to date
0%
students who met benchmark
Totals
School year to date
Levels Mastered
446
Facts Practiced
45,807
based on practices and tests
Accelerated Math
District
Success Index
Last 30 days
0%
students who averaged at least 85% on tests
Participation
Last 30 days
15%
students with at least one assignment scored
Accelerated Math
District
Engaged Time
School year to date
60
45
30
15
0
20
0
40
22
1–2
3–12
Goal
Actual
estimated average minutes
Totals
School year to date
Objectives Mastered
73
Tests Scored
16
based on regular and diagnostic tests
STAR Learning to Read
District
Probable Readers
School year to date
100
75
50
25
0
0
0
36
68
K
1
2
3
percent of K-3 students with GE of 1.9 and above
Participation
School year to date
56%
K-3 students with at least one STAR Early Literacy or STAR Reading test
KeyWords
District
Participation
Last 30 days
17%
students who submitted at least one lesson
Totals
School year to date
Lessons Passed
3
Practices Completed
0
based on accuracy builders, speed builders, and tests

Preferences

Accelerated Math has two types of preferences:

- Classroom preferences can be different for each class. They control the class marking periods for goals and reports, the extended response passing percent, the availability of certain online resources, the format and printing of paper assignments, practice size and automatic objective assignment, at-home work on practices and exercises, scoring and automatic practice generation, and the information included on TOPS Reports and in online problem review.
- The user preference (the General preference) can be set differently for every user. It allows you to choose how many items you see at once in vertical lists with **Next >>** and **<< Previous** links.

Changing Classroom Preferences

The following procedures describe how administrators and teachers can change the Classroom preferences. Other district and school staff can view the preferences, but they can't change them.

How to Change the Class Marking Periods Preference

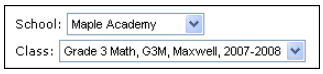
Who Can Do This?

☑ District Administrator
☐ District Staff
☑ School Administrator
☐ School Staff
☑ Teachers

Learn more about capabilities on page 236.

Use the Class Marking Periods preference to choose which marking periods you want to use for setting goals. (For more on goals, see page 189.) Your class marking periods are also used to show marking period results in reports, such as the Goal History Report, the Team Status Report, and TOPS Reports.

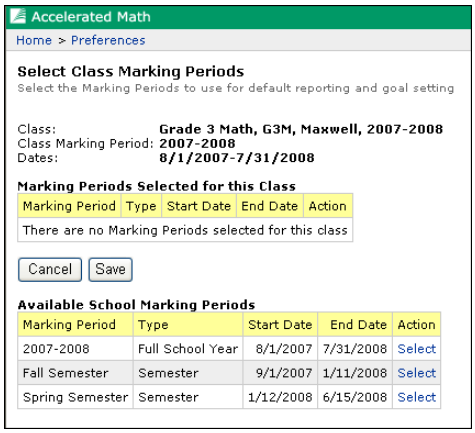
1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Class Marking Periods**.

The marking periods in the bottom list are the ones added by the district or school administrator for your school. *For more information, see the* Renaissance Place Software Manual.

4. Choose the marking periods that you want to use for the class:
   - Click **Select** next to the marking periods that you want to select for this class. **You cannot select overlapping marking periods**.
   - In the selected marking periods, you can click **Remove** for a marking period to delete it from the list.
5. Click **Save**.


Accelerated Math
Home > Preferences
Select Class Marking Periods
Select the Marking Periods to use for default reporting and goal setting
Class: Grade 3 Math, G3M, Maxwell, 2007-2008
Class Marking Period: 2007-2008
Dates: 8/1/2007-7/31/2008
Marking Periods Selected for this Class
Marking Period | Type | Start Date | End Date | Action
There are no Marking Periods selected for this class
Cancel
Save
Available School Marking Periods
Marking Period | Type | Start Date | End Date | Action
2007-2008 | Full School Year | 8/1/2007 | 7/31/2008 | Select
Fall Semester | Semester | 9/1/2007 | 1/11/2008 | Select
Spring Semester | Semester | 1/12/2008 | 6/15/2008 | Select

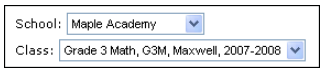
How to Change the Extended Response Preference

Who Can Do This?
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

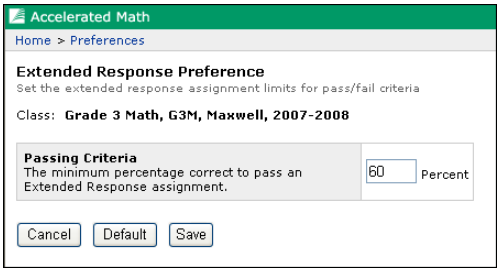
Learn more about capabilities on page 236.

The Extended Response preference sets the passing percentage for your students' extended response assignments. Since this is a class preference, each class can use a different passing score.

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Extended Response**.
4. Enter the new percent correct that you want to use for this class. Any changes will affect new assignments **and** assignments that have already been scored. To go back to the original percent correct, click **Default**.



5. Click **Save**.

How to Change the Online Resources Preference

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

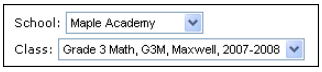
Learn more about capabilities on page 236.

Using the Online Resources preference, you can decide which resources are available to students when they log in to the software:

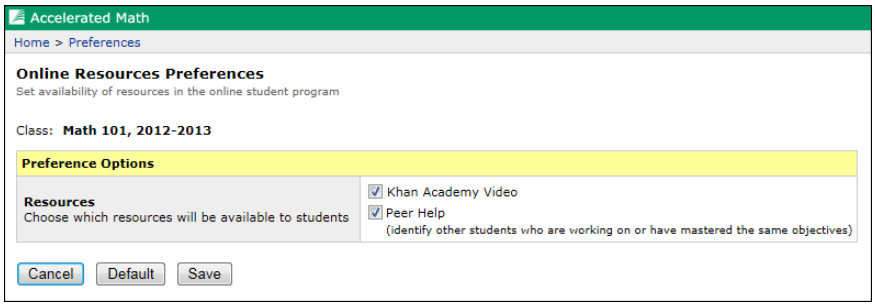
- instructional videos (if available for the student's objectives)
- peer help

If peer help is available, students may see it when they click **Problem Help** while working on an assignment or when they click the **Resources** tab (see page 98). Peer help shows the first name and last initial of other students who are working on or have worked on the student's objectives; it does not show the status of the work for those students.

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Online Resources**.
4. For each type of resource, check the box or remove the check mark as needed; if the box is checked, students will see that type of resource if it is available for the selected objective. (If you click **Default**, the box will be checked.)



5. Click **Save** to save your changes (or **Cancel** to leave the page without saving changes).

How to Change the Paper Assignments Preference

Who Can Do This?

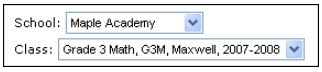
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

The Paper Assignments preference sets the following for paper assignments generated for your class:

- Font size on assignments
- Answer placement on assignments
- Whether assignments list the objectives included
- Whether to use duplex (double-sided) printing
- Whether to preview assignments before printing. When you enable preview, assignments will open in Adobe Reader before you print them, just as reports do. If Preview is not selected, Accelerated Math sends assignments directly to the default printer for the computer you're using; you need the Renaissance Place Print Plug-In installed for direct printing (see page 22).
- Whether to embed fonts. Embedding fonts includes them in the assignment file just in case these fonts are not available on your computer or printer. By default, this option is checked so that all fonts are embedded; this helps prevent problems printing special characters, which are used on many assignments. If special characters are printed incorrectly on assignments because the fonts aren't available, students can be confused and may be unable to complete the assignments correctly. If the viewing and printing of special characters is not a problem at your school, you can remove the check mark to print assignments more quickly.

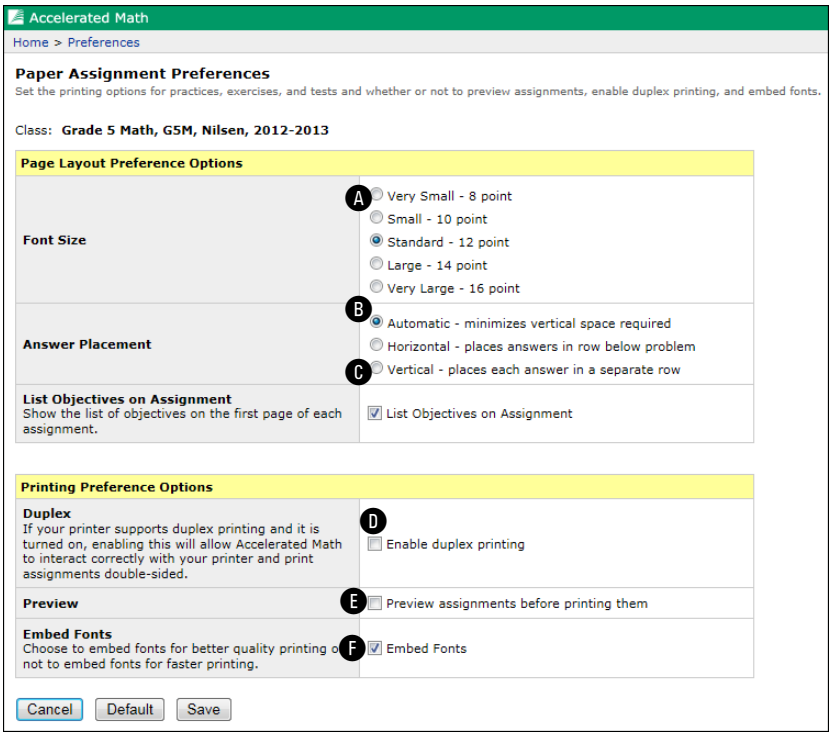
1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Paper Assignments**.
4. Choose the Page Layout preference settings:
   - Click one of the available font sizes (Ⓐ on the next page).
   - Click an answer placement option Ⓑ. Automatic means the program chooses the best arrangement to save vertical space. Horizontal means the answers are always in a row behind or below the problem. Vertical means the answers are always in a list below the problem.
   - If you want to see a list of the objectives on the first page of each assignment, check the box Ⓒ.
5. Choose the Printing preference settings:
   - Check the **Enable duplex printing** box Ⓓ if you want to print assignments double-sided.

If you choose to use duplex printing on Windows computers, *you must set up your printer to print duplex by default in the printer properties.*

- Check the **Preview** box (E) if you want to preview the assignment before you print it.
- Leave the **Embed Fonts** box checked (F) if you want to embed fonts in assignments, or remove the check mark if you need to print assignments more quickly.


Accelerated Math
Home > Preferences
Paper Assignment Preferences
Set the printing options for practices, exercises, and tests and whether or not to preview assignments, enable duplex printing, and embed fonts.
Class: Grade 5 Math, G5M, Nilsen, 2012-2013
Page Layout Preference Options
Font Size
A
Very Small - 8 point
Small - 10 point
Standard - 12 point
Large - 14 point
Very Large - 16 point
Answer Placement
B
Automatic - minimizes vertical space required
Horizontal - places answers in row below problem
C
Vertical - places each answer in a separate row
List Objectives on Assignment
Show the list of objectives on the first page of each assignment.
List Objectives on Assignment
Printing Preference Options
Duplex
If your printer supports duplex printing and it is turned on, enabling this will allow Accelerated Math to interact correctly with your printer and print assignments double-sided.
D
Enable duplex printing
Preview
E
Preview assignments before printing them
Embed Fonts
Choose to embed fonts for better quality printing o
not to embed fonts for faster printing.
F
Embed Fonts
Cancel
Default
Save

6. Click **Save**.

> ***If you click Default,*** *the Page Layout preferences will revert to standard font size and automatic answer placement, with the List Objectives on Assignment box checked. The Printing preferences will only have the Embed Fonts box checked.*

How to Change the Practice Preference

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

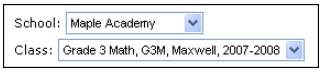
Learn more about capabilities on page 236.

The Practice preference sets the size for small, medium, and large practices. Practice sizes are defined by the time required for most students, not the number or problems. Accelerated Math uses each problem's difficulty level to determine how much time it should take the average student to complete. By default, small practices are intended to take about 10 minutes, medium practices should take about 20 minutes, and large practices should take about 30 minutes.

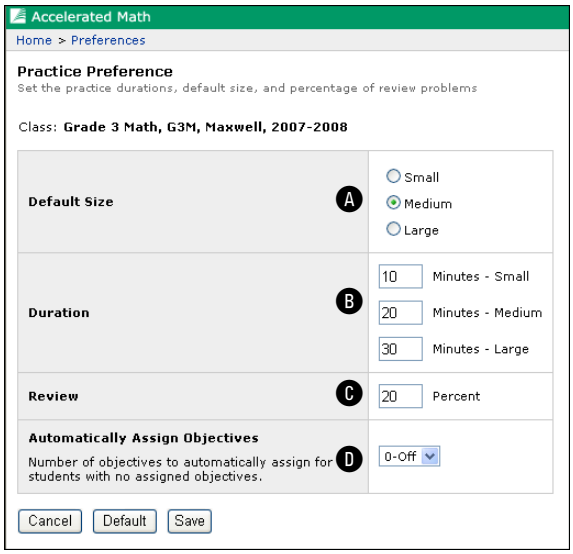
You can also use this preference to choose the default practice size, and you can choose the percent of practice problems that can be review problems from *Mastered* (✔) objectives.

The Automatically Assign Objectives option in this preference allows you to automatically assign objectives to students who have no assigned objectives that aren't mastered and no review objectives. The objectives are automatically assigned when the next practice is generated for the students.

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Practice**.
4. Choose the preference settings:
   - Click the default practice size that you prefer Ⓐ.
   - Enter the number of minutes that should be required for each practice size Ⓑ.
   - Enter the percent of practice problems that can be review from *Mastered* (✔) objectives Ⓒ.
   - Choose the number of objectives that may be automatically assigned to students who have no assigned or review objectives when a new practice is generated Ⓓ. **0-Off** means no objectives will be automatically assigned; other numbers are the



maximum that may be assigned. (Accelerated Math will only assign the number of objectives needed to create the practice in the selected size.)

- If you want to go back to the original settings, click **Default**.

5. Click **Save**.

How to Change the Renaissance Home Connect Preference (If Available)

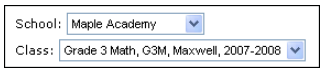
Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

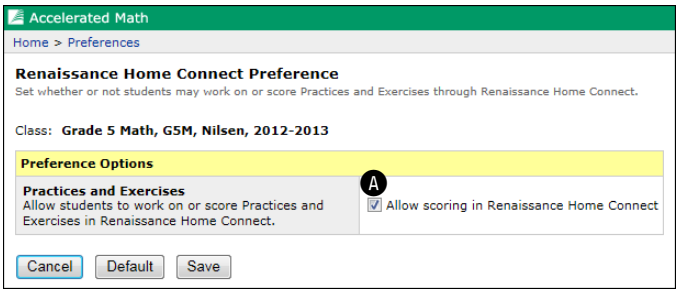
Learn more about capabilities on page 236.

If Renaissance Home Connect is available for your school (see page 166), this preference is also available. (You will not see the preference if Renaissance Home Connect is not available.) The Renaissance Home Connect preference sets whether students can work on or score their own *assisted-response* practices and exercises when they open the Accelerated Math software from within Renaissance Home Connect (see page 167). Follow these steps to change the preference:

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Renaissance Home Connect**.
4. If the box is checked Ⓐ, students can score their own practices and exercises when they open Accelerated Math from within Renaissance Home Connect. Make changes to the preference as needed. (If you click **Default**, the box will be checked.)


Accelerated Math
Home > Preferences
Renaissance Home Connect Preference
Set whether or not students may work on or score Practices and Exercises through Renaissance Home Connect.
Class: Grade 5 Math, G5M, Nilsen, 2012-2013
Preference Options
Practices and Exercises
Allow students to work on or score Practices and Exercises in Renaissance Home Connect.
A
Allow scoring in Renaissance Home Connect
Cancel
Default
Save

5. Click **Save**.

How to Change the Scoring Preference

Who Can Do This?

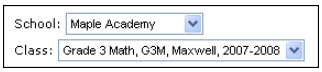
- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

Learn more about capabilities on page 236.

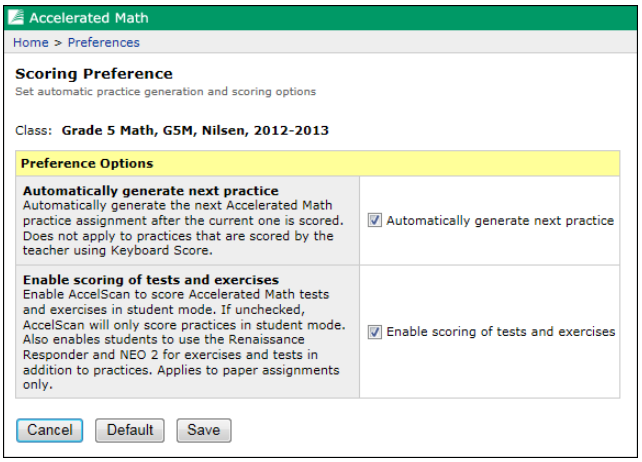
The Scoring preference controls two settings:

- Whether a student's next practice will generate automatically when the student completes or scores his or her current practice (online or paper). This setting does not apply when the teacher uses Keyboard Score, but it does apply to other methods of completing or scoring the assignment. (The next practice can only be generated if the student has objectives that are *Assigned* or *Ready to Work* .)
- Which paper assignments students can score themselves in the AccelScan software's student mode, or which paper assignments students can complete using the Renaissance Responder or NEO 2. (For more about AccelScan scoring, see page 127; to find out how students use the Renaissance Responder or NEO 2 with Accelerated Math, see page 129.)

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Scoring**.
4. Choose the settings:
   - If you want the student's next practice to generate automatically, check the first box.
   - If you want to allow students to score paper exercises and tests in the AccelScan software's Student Mode, or if you want them to be able to use a Renaissance Responder or NEO 2 to complete paper exercises and tests, check the second box.
   - If you want to go back to the original settings (both boxes checked), click **Default**.


Accelerated Math
Home > Preferences
Scoring Preference
Set automatic practice generation and scoring options
Class: Grade 5 Math, G5M, Nilsen, 2012-2013
Preference Options
Automatically generate next practice
Automatically generate the next Accelerated Math practice assignment after the current one is scored. Does not apply to practices that are scored by the teacher using Keyboard Score.
Automatically generate next practice
Enable scoring of tests and exercises
Enable AccelScan to score Accelerated Math tests and exercises in student mode. If unchecked, AccelScan will only score practices in student mode. Also enables students to use the Renaissance Responder and NEO 2 for exercises and tests in addition to practices. Applies to paper assignments only.
Enable scoring of tests and exercises
Cancel
Default
Save

5. Click **Save**.

How to Change the TOPS Report and Online Review Preference

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

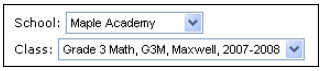
Learn more about capabilities on page 236.

This preference determines what is included in TOPS Reports for your class and in the online problem review after a student completes an online assignment. (For more about TOPS Reports, see page 216.) You can choose whether to include the following:

- The correct answers for missed assisted-response problems (for both TOPS Reports and the assignment summaries that students can print after assignments as well as online review).
- Learning card information (TOPS Reports only). Learning cards from Renaissance Learning (which are no longer available) show the student how to solve a type of problem.
- A summary of student work (TOPS Reports only).
- A blank for the parent's signature (standard TOPS Reports and the assignment summaries that students can print after completing assignments).

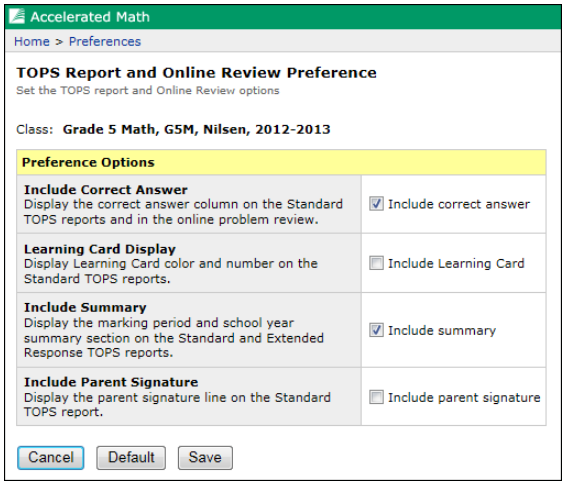
Follow these steps to change the preference:

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **TOPS Report and Online Review**.
4. To choose the preference settings, check the box next to each item you want to include for your class.

   If you want to go back to the original settings, click **Default**; the Include Correct Answer and Include Summary boxes will be checked.


Accelerated Math
Home > Preferences
TOPS Report and Online Review Preference
Set the TOPS report and Online Review options
Class: Grade 5 Math, G5M, Nilsen, 2012-2013
Preference Options
Include Correct Answer
Display the correct answer column on the Standard TOPS reports and in the online problem review.
Include correct answer
Learning Card Display
Display Learning Card color and number on the Standard TOPS reports.
Include Learning Card
Include Summary
Display the marking period and school year summary section on the Standard and Extended Response TOPS reports.
Include summary
Include Parent Signature
Display the parent signature line on the Standard TOPS report.
Include parent signature
Cancel
Default
Save

5. Click **Save**.

Changing the General Preference (a User Preference)

Who Can Do This?

- ☑ District Administrator
- ☐ District Staff
- ☑ School Administrator
- ☐ School Staff
- ☑ Teachers

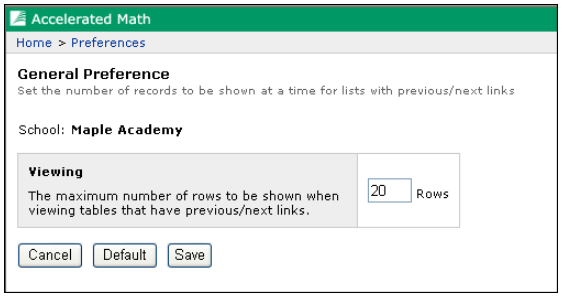
Learn more about capabilities on page 236.

The General preference is a user preference. Every person who uses Accelerated Math can choose his or her own setting for this preference.

In Accelerated Math, some pages have vertical lists that are too long to show on one page. This includes many pages that list the objectives for a class, such as the Student Detail page or the page you use to generate exercises for individual students. The General preference sets how many items you will see at one time in those lists.

1. On the Home page, select **Accelerated Math**, then **Preferences**.
2. Select the school if necessary from the **School** drop-down list at the top of the page. (The class selection does not apply to this preference.)

3. Click **General**.
4. Enter the number of items that you want to see at one time in vertical lists. If you want to go back to the original setting (20), click **Default**.



5. Click **Save**.

This preference doesn't affect horizontal tables. *On some pages, such as the Generate Exercise page for multiple students, objectives are put in horizontal tables instead of lists. The General preference doesn't affect these tables.*

Capabilities

Capabilities give you the right to perform specific tasks in the software.

***Capabilities** are sometimes known as rights, access, and/or privileges.*

By default, your capabilities are determined by your user group. The position you hold determines what user group you are in; you can be in more than one user group. See “User Groups”below.

There are two types of capabilities:

- Capabilities in Renaissance Place (see the *Renaissance Place Software Manual*)
- Capabilities in Accelerated Math (see “Accelerated Math Capabilities” on page 238).

By default, only district or school administrators can change your capabilities.

For more information about capabilities see the *Renaissance Place Software Manual*.

User Groups

The Renaissance Place software contains these seven user groups:

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers
- Students
- Parents

Each person added to the Renaissance Place database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below. Some positions appear in more than one category and have capabilities for each category they appear in.

District Administrators

- Assistant Superintendent
- District Superintendent

District Staff

- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Director of Education
- Food Service Director
- Gifted/Talented Director
- Library/Media Director
- Other District Staff
- Personnel Director
- Reading Specialist
- Secretary—District
- Special Education Director
- Technology/Computer Director
- Title I Director
- Vocational Education Coordinator

School Administrators

- Assistant Principal
- Intervention Specialist
- Librarian/Reading Coordinator
- Principal

School Staff

- At Risk Coordinator
- Athletic Director
- Athletic Trainer
- Audiologist
- Custodian—School
- Educational Diagnostician
- ESL Coordinator
- Food Service Worker
- Guidance Counselor
- Interpreter
- Librarian/Media Specialist
- Occupational Therapist
- Other School Staff
- Physical Therapist
- Physician
- Reading Specialist
- School Nurse
- School Psychologist
- Secretary—School
- Social Worker
- Speech Therapist
- Teacher's Aide
- Teacher Appraiser
- Teacher Facilitator
- Teacher Supervisor
- Technology/Computer Coordinator

Teachers

- Teachers for each Renaissance Place Product
- ESL Teacher
- Lead Teacher
- Special Duty Teacher
- Special Education Teacher
- Substitute Teacher
- Team Teachers (general Team Teacher or Team Teacher for each Renaissance Place product)
- Visiting Teacher

Students

Students log in to complete or score assignments and view their past work.

Parents

Parents may be added to the database by administrators or staff so they can log in to view reports.

Accelerated Math Capabilities

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Create District Accelerated Math Objective Lists	Create an Accelerated Math objective list that can be used by any teacher in any school. Objective lists set the objectives included in the class Assignment Book.	✓	✓	+	+	+
Create School Accelerated Math Objective Lists	Create or import an Accelerated Math objective list that can be used by any teacher in a specific school.	✓	✓	✓	✓	+
View Accelerated Math Team Data on Reports	View team data. District personnel can see team data for any school. School personnel can see team data for their schools. Teachers can see team data for their classes.	✓	✓	✓	✓	+

✓ = available + = can be added – = unavailable

Troubleshooting

While using Accelerated Math, you can use this section to find solutions to issues that you or your students might experience. For further assistance, please see “Need More Help?” on page 9.

For more information about AccelScan difficulties, *see http://support.renaissance.com/techkb/techkb/5541985e.asp*

Issue Description	See Page
Students can’t log in. They see this message: “Students may not log in outside the school network.”	240
Students see the message: “The account is locked out. Please see your teacher.”	240
Students don’t know their user names and passwords, or they get messages saying the user name or password is invalid.	240
The AccelScan Scanning software notifies you that answers are not marked properly on a scan card.	241
The AccelScan Scanning software notifies you that it cannot read the form number or that the form number was not found.	241
The AccelScan Scanning software does not detect the scanner.	242
The AccelScan Scanner will not accept cards when the AccelScan software is in the background on your computer.	242
Cards are not feeding through the AccelScan Scanner correctly.	242
Scan cards are not being scored correctly.	243
Accelerated Math or the AccelScan software notifies you that there is no capacity remaining or that capacity has expired.	243
TOPS Reports do not print when paper assignments are scored.	243
Some symbols don’t print correctly on paper assignments.	244
Student objectives are showing as Mastered or Reviewed on Assignment Book pages, but not on reports.	244
A TOPS Report shows the student answered 0 out of 0 problems correctly for 0%.	244
After an assignment is scored with AccelScan, the student’s next assignment doesn’t print.	245
Problems were marked incorrect for a paper assignment that were answered correctly.	245
Generating paper assignments seems slow.	245
The Practice Average Percent Correct on the TOPS Report does not match the number on the Diagnostic Report.	246

Students can't log in. They see this message: "Students may not log in outside the school network."

The administrator for the software has set up IP restrictions so that students cannot log directly in to the software outside of school. (This does not affect Renaissance Home Connect.)

If this is a school computer, or if you think the setting should be changed, contact the person in charge of administering the software for all users (a district-level administrator in the software). That person can change the security options for students and parents after clicking **Product Administration** on the Home page.

Students who are trying to log in see this message: "The account is locked out. Please see your teacher."

This happens when the student tries to log in with the wrong password too many times.

Administrators or teachers can clear a lock on a student account; on the Home page, click **Users**, then click **Clear Locked Students**. On the Clear Locked Students page, you can clear a lock for one student or all locked student accounts.

For security and data integrity reasons, *we do not recommend printing user names and passwords.*

To verify students' user names and passwords, on the Home page, click **Users**. Then, click **View Students** and search for the students. In the search results, click the **Passwords** tab to see the students' user names and passwords. You can click **View PDF** on the Passwords tab to view or print this information and to choose how to group and sort it.

Students don't know their user names and passwords, or they get messages saying the user name or password is invalid.

Students need their user names and passwords to log in to Accelerated Math or Renaissance Home Connect. If they don't have the correct user names and passwords, you can verify and print the information.

For security and data integrity reasons, *we do not recommend printing user names and passwords.*

To get students' user names and passwords, on the Home page, click **Users**. Then, click **View Students** and search for the students. In the search results, click the **Passwords** tab to see the students' user names and passwords. You can click **View PDF** on the Passwords tab to view or print this information and to choose how to group and sort it.

The AccelScan scanning software notifies you that answers are not marked properly on a scan card

The notice may tell you that:

- There are no answers marked for problem numbers on the assignment.
- Answers were marked past the expected last answer.

In both cases, make sure the student marked his/her answers next to the problem numbers that are on the paper assignment. Assignments don't always start with problem number 1; if the student has had a previous assignment with this form number, the problem numbers for this assignment may continue after the previous assignment so that the student can use up the available space on the scan card.

If the answers *are* marked next to the correct problem numbers, remove any stray marks on the card and try scanning again. If necessary, you can adjust the sensitivity of the scanner:

1. Open the preferences:
   - *Version 1.43 of the software:* Click the **Edit** menu and choose **AccelScan**.
   - *Version 2.x of the software:* Click the **AccelScan** menu and choose **Preferences**.
2. Move the Sensitivity arrow to make the scanner more or less sensitive to marks.
3. Click **OK**.

The AccelScan scanning software notifies you that it cannot read the form number or that the form number was not found

Compare the form number on the card with the one that is printed at the top of the paper assignment. Then, do one of the following:

- If they are not the same, the software allows you to type in the correct form number; enter it and click **Score**. (You can also click **Cancel**, correct the number on the card, and try scanning again.)
- If they are the same, make sure the form number on the card starts in the first column, with no gaps or stray marks. Then, try scanning again. If you still see an error, try adjusting the scanner's sensitivity:

1. Open the preferences:
   - *Version 1.43 of the software:* Click the **Edit** menu and choose **AccelScan**.
   - *Version 2.x of the software:* Click the **AccelScan** menu and choose **Preferences**.
2. Move the Sensitivity arrow to make the scanner more or less sensitive to marks.
3. Click **OK**.

The AccelScan scanning software does not detect the scanner

If you are using Macintosh OS 10.5.6, *see http://support.renlearn.com/techkb/techkb/7655675e.asp.*

1. Make sure the scanner is plugged in to an outlet that is supplying power, and make sure the power cord is securely connected to the scanner.
2. If the scanner has a light, make sure it is on.
3. Make sure the scanner is connected to a port on your computer, and make sure the connections are secure at both ends. Try connecting the scanner to a different port on your computer.
4. Make sure the correct port is selected in the Scanner Settings in the AccelScan Scanning software:
   a. Open the preferences:
      - *Version 1.43 of the software:* Click the **Edit** menu and choose **AccelScan**.
      - *Version 2.x of the software:* Click the **AccelScan** menu and choose **Preferences**.
   b. Check the port selected and make changes if necessary.
   c. Click **OK**.

The AccelScan scanner will not accept cards when the AccelScan scanning software is in the background on your computer

You can set the software to allow scanning when the software is running in the background on your computer:

1. Open the preferences:
   - *Version 1.43 of the software:* Click the **Edit** menu and choose **AccelScan**.
   - *Version 2.x of the software:* Click the **AccelScan** menu and choose **Preferences**.
2. Check the **Allow Background Scanning** box.
3. Click **OK**.

Cards are not feeding through the AccelScan scanner correctly

Try using a card from a new pack. If the new card feeds through the scanner, the old cards contain moisture that has caused them to swell. Use the new scan cards instead. Be careful to store both the old and new cards in a dry location. When the old cards have dried, they can be used.

Scan cards are not being scored correctly

1. Make sure you are feeding the card into the scanner correctly. For most AccelScan models, you should insert the card face up. For the 1100 *USB* AccelScan, you should insert the card face down. Make sure the form number on the card goes into the scanner first.
2. Make sure you are using cards sold by Renaissance Learning for use with this scanner.
3. Make sure the scanner is connected to a port on your computer and that the connection is secure on both ends.

If these steps don't solve the problem, try cleaning the scanner:

- *AccelScan Models 2110 and 2210:* To clean the scanner, follow the instructions on the AccelScan label.
- *AccelScan Model 1100 Serial:* Contact Renaissance Learning for assistance.
- *AccelScan Model 1100 USB:* Follow the instructions in the User's Guide that you received with the scanner.

The Accelerated Math or AccelScan software notifies you that there is no capacity remaining or that capacity has expired

Contact your Renaissance Place program administrator or your district or school administrator. Your subscription to the software may have expired, or you may have reached the limit for the number of students who can use the software. See "Student Capacity Limit" on page 147 for more information.

TOPS Reports do not print when paper Accelerated Math assignments are scored

- Check your version of Adobe Reader. Renaissance Place requires version 8.0 or higher. The TOPS Report may not print if you have an older version.
- If you have just installed Adobe Reader, an alert asking you to accept the license agreement may be hidden behind another window. You must accept this agreement before using Adobe Reader (and before TOPS Reports will print).
- Adobe Reader errors or update popups can also prevent the TOPS Report from printing.
- If the printer has errors or is in offline mode, the TOPS Report will not print.

Some symbols don't print correctly on paper Accelerated Math assignments

- Choose to embed fonts in the Accelerated Math Paper Assignments preference for the class; see page 229.
- On Windows computers, this problem sometimes happens when you use a PCL print driver; try installing and using a PostScript print driver instead.
- On Macintosh computers, the problem may happen when you use Preview instead of Adobe Reader; try installing Adobe Reader instead.

For more tips and information, go to http://support.renlearn.com/techkb/techkb/6846772e.asp.

Student objectives are showing as mastered or reviewed in the Assignment Book, but not on reports

This happens when the student mastered the objectives for another class. The reports are only including data from the class you are reporting on. You can do one of two things:

- You can transfer the student's data from the previous class into the current one *if* the student is no longer enrolled in that class. See page 146.
- If you would rather have the student start over on the objective, you can reset the objective, but note that *all previous work on the objective will be lost*. To reset the objective, see page 150.

The TOPS Report shows the student answered 0 out of 0 problems correctly for 0%

Possible solutions:

- The teacher has
  - changed the objective list assigned to the class, and the objective on the assignment is not in the new list, *or*
  - removed the objective that is on the assignment from the objective list that the class is using

  When this happens, the objective will be numbered "0" on the TOPS Report. View the objectives in the list to confirm this; see page 52.
- The objective may have been reset after the assignment was generated and before it was scored. Delete the outstanding assignment (see page 139) so the student can start over with the objective.
- In Renaissance Place, the teacher was unassigned from the school after the assignment was generated and before it was scored. To solve the problem, select a new primary teacher for the class in Renaissance Place or re-assign the original teacher to the school. See the *Renaissance Place Software Manual* for instructions.

- In Renaissance Place, the class was edited, and the marking period for the class was changed after the assignment was generated and before it was scored. Try selecting the entire school year as the marking period for the class. For instructions, see the *Renaissance Place Software Manual*.

After an assignment is scored with AccelScan, the student's next assignment doesn't generate and print

Possible reasons for this:

- If you scored an exercise or test with AccelScan, the next assignment will not generate automatically. This only happens after practices are scored.
- If the student's objective status has changed to Intervene because of the student's performance on the last practice, the next practice will not be generated and printed. See page 71 to find out what to do when the status of an objective is Intervene.
- The Scoring preference for the class may not allow automatic assignment generation. Make sure **Automatically generate next practice** is checked in the Scoring preference for the class; see page 233.
- Make sure the student has some objectives in the Assigned or Ready to Work state. These are the objectives for which practices can be generated; if there are no objectives like this, a practice cannot be generated. To view student details, see page 144.
- If the class has ended, a new practice will not be generated.

Problems were marked incorrect for a paper assignment that were answered correctly

If the paper assignment was regenerated with different problems (see page 120), and the student then answered questions from the original assignment, the correct answers to the original assignment would not be the same as those for the regenerated assignment. If this is what happened, rescore the assignment using the answers from the new copy. See page 136.

Generating paper assignments seems to take a long time

If assignment generating seems consistently slow, try unchecking the **Embed Fonts** setting in the Paper Assignments preference for the class; see page 229. Note that for some printers, this may cause some symbols to print incorrectly on the assignment. Make sure this is not a problem after you change the setting. See page 244.

The Practice Average Percent Correct on the TOPS Report does not match the number on the Diagnostic Report

If your students use both practices and exercises, the TOPS Report includes both in this score (see the footnote on the report), while the Diagnostic Report shows separate scores for practices and exercises.

Index

A

AccelScan
- installing software, 25
- scoring paper assignments with, 127
- setup, 24
- software, 4
- software updates, 30

Adding libraries for a school, 41
Adding new groups, 159
Adding objectives to an objective list, 53
Adding students to groups, 163
Adding team sets, 191
Adding teams to a set, 192
Adobe Flash Player, 4
Adobe Reader, 4, 202
Alerts, 6
- license agreement, 6
- subscription, 7

Allow background scanning, 27, 29
Answer placement on assignments, 229
Assigned, 70
Assigning objectives to students, 14
Assigning students to teams, 193
Assignment Book, 68
- Assigned, 70
- assigning objectives to students, 14
- bold objectives, 62
- copying class settings, 77
- deleting scored assignments, 108, 141
- deleting unscored assignments, 106
- deleting unscored paper assignments, 139
- Diagnosing, 71
- generating assignments, 79, 109
- groups, 158
- Hold, 71
- Intervene, 70
- Mastered, 70
- mastering objectives, 68
- printing reports, 154
- printing TOPS Reports, 155
- putting objectives on hold, 148
- Ready to Test, 70
- Ready to Work, 70
- regenerating paper assignments, 120
- regenerating TOPS Reports, 154
- rescoring paper assignments, 136
- resetting objectives, 150
- Reviewed, 71
- scoring paper assignments, 127
- student details, 144
- symbols, 70
- Testing, 70
- transferring student data to another class, 146
- unassigning objectives, 152
- viewing, 69
- viewing online assignments, 105
- Working, 70

Assignments
- answer placement, 229
- appearance of, 229
- completing online, 90
- completing paper assignments with NEO 2, 129
- completing paper assignments with Renaissance Responders, 129
- deleting scored (online), 108
- deleting scored (paper), 141
- deleting unscored (online), 106
- deleting unscored (paper), 139
- diagnostic test, 17
- exercise, 17
- extended response, 179
- font size, 229
- generating, 79, 109
- layout, 229
- online, 16, 79
- outstanding, 144
- paper, 16, 109
- practice, 17
- printing (online), 92, 96
- regenerating in Assignment Book (paper only), 120
- rescoring extended response, 183
- rescoring paper assignments in Assignment Book, 136
- reviewing online, 101
- reviewing paper, 137
- scoring in the Assignment Book (paper), 127
- test, 17
- text size, 229
- types, 16, 17
- unscored, 144
- viewing (online), 105
- viewing scored, 145

B

Back, 18
Background scanning, 27, 29
Browser requirements, 20

C

Capabilities, 236
    Accelerated Math, 238
    user groups, 236
Capacity, 147
Certificate Report, 208
Changing group names, 162
Changing mastery criteria for objectives, 74
Changing students on a team, 195
Changing the class in the student program, 104
Changing the order of objectives in lists, 60
Changing the students in a group, 163
Characters printing incorrectly on assignments, 229
Chat support, 9
Check software requirements, 20
Checking for updates to AccelScan software, 30
Checking software requirements, 20
Choosing an objective list for a class or group, 12
Choosing the school to work in, 18
Class
    changing in student program, 104
Class information, 203
Class Marking Periods preference, 226
Classes
    choosing an objective list for, 12
    copying settings, 77
    goals, 189
    preferences, 226
    transferring student data, 146
    viewing Assignment Book, 69
    viewing extended response assignments, 180
Classroom preferences, 226
    Class Marking Periods, 226
    Extended Response, 227
    Online Resources, 228
    Paper Assignments, 229
    Practice, 231
    Renaissance Home Connect, 232
    Scoring, 233
    TOPS Report and Online Review, 234
Closing the software, 19
Connecting AccelScan, 24
Contact information
    email address, 9
    phone, 9
Copying class groups, 77
Copying class settings, 77
Copying classroom preference settings, 77
Copying objective lists, 63
Creating groups, 159
Creating objective lists, 44
Customer Center, 9
Customizing reports, 203

D

Dashboard, Renaissance Place, 224
Deleting extended response assignments, 188
Deleting groups, 165
Deleting objective lists, 67
Deleting objectives from objective lists, 53
Deleting scored online assignments, 108
Deleting scored paper assignments, 141
Deleting students from groups, 163
Deleting team sets, 199
Deleting teams from sets, 198
Deleting unscored online assignments, 106
Deleting unscored paper assignments, 139
Diagnosing, 71
Diagnostic export, 221
Diagnostic Report, 208
Diagnostic test, 17
    generating (online), 86
    generating (paper), 117
    printing, 117
Did You Know? information, 6
District administrators, 236
District staff, 236
Double-sided printing, 229
Downloading Adobe Reader, 202
Duplex printing, 229

E

Editing group names, 162
Editing objective lists, 59
Editing team names, 197
Editing team set names and owners, 196
Embedding fonts in assignments, 229
Enable server ping, 26
Ending a Renaissance Responder session, 131

Engaged time, 221
Examples of problems, 76
    sample problems, 76
    worked examples, 76
Exercise, 17
    generating (online), 81
    generating (paper), 112
    printing, 112
Exiting the software, 19
Export, diagnostic, 221
Exporting objective lists, 65
Extended response assignments, 179, 185
    deleting, 188
    Diagnostic Report, 208
    generating assignments, 181
    libraries, 38
    preference for passing percentage, 227
    printing assignments, 181
    problems, viewing, 184
    regenerating assignments, 181
    rescoring assignments, 183
    scoring assignments, 183
    Student Record Report, 209
    transferring, 183
    viewing assignments for class, 180

F

Flash Player, 4
Fonts
    embedding in assignments, 229
    size on assignments, 229
Forgotten password, 10
Form, 127
Form numbers, 127, 135

G

General preference, 235
Generating assignments, 79, 109
    diagnostic tests (online), 86
    diagnostic tests (paper), 117
    exercises (online), 81
    exercises (paper), 112
    extended response assignments, 181
    online, 79
    paper, 109
    practices (online), 79
    practices (paper), 110
    tests (online), 84
    tests (paper), 115
Getting Results Guides, 9
Getting Results with Accelerated Math, 9
Glossary, 157, 175
    in Renaissance Home Connect, 175
    in the Assignment Book, 157
Goal History Report, 209
Goals, 189
    objectives mastered, 190
    setting, 189
    test percent correct, 190
Group Standards Mastery Report, 209
Groups, 158
    about, 158
    adding students, 163
    changing names, 162
    changing students in, 163
    creating, 159
    deleting, 165
    deleting students from, 163
    in Renaissance Home Connect, 168, 169
    in reports, 208, 212, 213, 214
    removing students, 163
    selecting for worked examples in Renaissance Home Connect, 172

H

Hardware requirements, 20
Help, 8
    chat support, 9
    email, 9
    Knowledge Base, 9
    online training, 9
    phone, 9
Hold, 71, 148
Home Connect, 166
    parent access vs. Renaissance Home Connect, 177
    preference, 232
    viewing Accelerated Math progress in, 168
Home page, 5
How Accelerated Math works, 1
How to Read a Math Implementation Report, 7

I

Importing objective lists, 64
Installing AccelScan software, 25
Installing Renaissance Responder Client software, 31
Intervene, 70, 71

K

Keyboard scoring of paper assignments, 135
Knowledge Base, 9

L

Libraries, 38
    adding for a school, 41
    defined, 38
    extended response, 38
    printing Library Guide and Scope and Sequence, 40
    removing for a school, 41
    standard, 38
    viewing information, 38
Library Guide, 40
Library objective lists, 43
Library Report, 210
License agreement alert, 6
Live chat support, 9
Locked account, 240
Logging in
    personnel, 10
    Renaissance Home Connect, 166
    students, 89
Logging out, 19

M

Manual for Accelerated Math, 7
Manual scoring of paper assignments, 135
Manuals, Getting Results Guides, 9
Marking Period Progress Report, 210
Mastered, 70
Mastering objectives, 68
Mastery Chart, 210
Mastery criteria, 73
    changing, 74
    practice, 73
    review, 73
    test, 73
Math glossary, 100, 157, 175
    in Renaissance Home Connect, 175
    in the Assignment Book, 157
Multiple positions (roles), 18
My Lists (private lists), 43

N

Names of groups, changing, 162
Navigation bar, 18
NEO 2, 31
    ending a session, 131
    how to enter answers to paper assignments, 130
    starting a session, 129
    using with Accelerated Math, 129

O

Objective lists, 42
    adding objectives to, 53
    changing objective order, 60
    choosing for a class or group, 12
    copying, 63
    creating, 44
    deleting, 67
    deleting objectives from, 53
    editing, 59
    exporting, 65
    importing, 64
    Library, 43
    marking objectives for certain standards, 62
    My Lists, 43
    my lists (private), 43
    order of objectives, 60
    permissions, 43
    removing objectives from, 53
    shared, 43
    viewing, 52
Objectives, 42
    assigning to students, 14
    bold in Assignment Book, 62
    changing mastery criteria, 74
    changing order in list, 60
    defined, 42
    exporting lists, 65
    goals, 190
    how students master, 68
    importing lists, 64
    marking for standards, 62
    mastering, 68
    putting on hold, 148
    resetting, 150
    unassigning, 152
    viewing lists, 52
    viewing sample problems, 76
    viewing worked examples, 76

Online assignments, 16, 79
completing, 90
diagnostic tests, 86
exercises, 81
generating, 79
practices, 79
printing, 92, 96
reviewing past, 101
tests, 84
Online Resources preference, 228
Operating system requirements, 20
Order of objectives, changing, 60
Outstanding assignments, 144

P

Paper assignments, 16, 109
exercises, 112
generating, 109
practices, 110
rescoring, 136
reviewing past, 137
scoring, 127
scoring by teachers using keyboard entry, 135
scoring in the student program, 132
scoring with AccelScan, 127
scoring with NEO 2 or Renaissance Responders, 129
setup for printing and scoring, 22
tests, 115, 117
Paper Assignments preference, 229
Parent Report, 211
how parents can print it, 221
Parents, 237
giving access to reports, 221
parent access vs. Renaissance Home Connect, 177
printing reports, 221, 222
Passwords
forgotten, 10
student, 89
Past assignments
online, 101
paper, 137
PDF reader, 202
Peer help, 99
preference, 228
Permissions for objective lists, 43
Plug-in for printing, 22
Positions, multiple, 18
Practice, 17
generating (online), 79
generating (paper), 110
printing, 110
Practice mastery criteria, 73
Practice preference, 231
Practice size (minutes), 231
Preferences, 226
Class Marking Periods, 226
Classroom, 226
Extended Response, 227
General, 235
Online Resources preference, 228
Paper Assignments, 229
Practice, 231
Renaissance Home Connect, 232
Scoring, 233
TOPS Report and Online Review, 234
Previewing assignments before printing, 229
Previous page, 18
Print plug-in (Renaissance Place), 4, 22
Printing assignments
diagnostic tests, 117
double-sided, 229
exercises, 112
extended response assignments, 181
practices, 110
tests, 115
Printing Library Guides, 40
Printing online assignments, 92, 96
Printing reports, 185, 203
from the Extended Response page, 185
from the Teams and Goals page, 199
in the Assignment Book, 154
parents, 222
Printing Scope and Sequence, 40
Printing TOPS Reports in the Assignment Book, 155
Programs that come with Accelerated Math, 2

R

Ranking Report, 212
RDI (Renaissance Data Integrator) service, 35
Ready to Test, 70
Ready to Work, 70
Regenerating extended response assignments, 181
Regenerating paper assignments in the Assignment Book, 120
Removing libraries for a school, 41
Removing objectives from objective lists, 53
Removing students from groups, 163
Renaissance Data Integrator (RDI) service, 35

Renaissance Home Connect, 166
completing assignments, 167
logging in, 166
math glossary in, 175
parent access vs. Renaissance Home Connect, 177
preference, 232
viewing Accelerated Math progress in, 168
Worked examples in, 171
Renaissance Learning Customer Center, 9
Renaissance Place
management system, 3
new school year tasks, 35
print plug-in, 22
reports, 201
software manual, 7
Renaissance Place downloads, 20
Renaissance Place Home page, 5
Renaissance Responder, 31
ending a session, 131
how to enter answers to paper assignments, 130
installing software, 31
starting a session, 129
using with Accelerated Math, 129
Renaissance Responder Client Software, installing, 31
Renaissance Training Center, 9
Reordering objectives, 60
Reporting parameter groups, 206
Reports, 201, 203
Certificate, 208
custom options, 208
customizing, 203
descriptions, 208
Diagnostic, 208
Extended Response Diagnostic, 208
Extended Response Student Record, 209
for parents, 221
Goal History, 209
Group Standards Mastery, 209
groups in, 208, 212, 213, 214
how parents print, 222
Library, 210
Marking Period Progress, 210
Mastery Chart, 210
Parent, 211
past, 207
previous school year, 207
printing, 203
printing from Extended Response page, 185
printing from Teams and Goals page, 199
printing in Assignment Book, 154
Ranking, 212
reporting parameter groups, 206
Schoolwide Summary, 212
Status of the Class, 213
Student Grouping, 213
Student Record, 214
Student Standards Mastery, 214
Team Standings Chart, 215
Team Status, 215
TOPS, 216
Requirements
browser, 20
hardware, 20
operating system, 20
software, 20
Rescoring extended response assignments, 183
Rescoring paper assignments in the Assignment Book, 136
Resetting objectives, 150
Resources
for students, 98
teacher resources for Accelerated Math, 9
Responder, 31
ending a session, 131
how to enter answers to paper assignments, 130
installing software, 31
starting a session, 129
using with Accelerated Math, 129
Responder software, installing, 31
Review mastery criteria, 73
Reviewed, 71
Reviewing past online assignments (students), 101
Reviewing past paper assignments (students), 137
Roles, 18
Roles, switching, 18

S

Sample problems, 76
Scanner setup, 24
Scanner software, installing, 25
School administrators, 237
School staff, 237
School year
changing the year you are working in, 207
new school year tasks, 35, 36
technology/computer coordinator tasks, 36
School, choosing, 18
Schoolwide Summary Report, 212
Scope and Sequence, 40
Scored assignments, viewing, 145
Scoring extended response assignments, 183

Scoring paper assignments in the Assignment Book, 127
using AccelScan, 127
using manual keyboard entry, 135
using Responders or NEO 2, 130
when students log in to the software, 132
Scoring preference, 233
Server ping, 26
Setting goals for students, 189
Setting up Accelerated Math, 11
Setup, new school year, 36
Shared objective lists, 43
SIS (Student Information System), 35
Software manual for Accelerated Math, 7
Software requirements, 20
Software Tips for Accelerated Math, 7
Standard libraries, 38
Standards, marking related objectives, 62
Starting a Renaissance Responder session, 129
Status of the Class Report, 213
Student capacity limit, 147
Student details, 144
Student Grouping Report, 213
Student information, 203
Student information system (SIS), 35
Student login has been disabled for your location, 240
Student Record Report, 214
how parents can print it, 221
Student Standards Mastery Report, 214
Students, 237
assigning objectives to, 14
changing class, 104
completing online assignments, 90
deleting scored assignments, 108, 141
deleting unscored assignments, 106
deleting unscored paper assignments, 139
generating assignments for, 79, 109
goals, 189
limit for Accelerated Math assignments, 147
logging in, 89
passwords, 89
printing online assignments, 92, 96
reviewing past online assignments, 101
reviewing past paper assignments, 137
scoring paper assignments for, 127
transferring data from one class to another, 146
unassigning objectives, 152
user names, 89
viewing online assignments, 105
working on online assignments, 89
Subscription alert, 7
Supporting software, 4, 20
Switching positions (roles), 18
Symbols in Assignment Book, 70

T

Teacher information, 203
Teachers, 237
Team sets, 190
adding, 191
adding teams, 192
assigning students to teams, 193
changing team membership, 195
deleting, 199
deleting teams from, 198
editing names and owners, 196
editing team names, 197
owners, 196
Team Standings Chart, 215
Team Status Report, 215
Teams, 189, 190
adding sets, 191
adding to a set, 192
assigning students to, 193
changing student members, 195
deleting, 198
deleting sets, 199
editing names, 197
Test, 17
generating (online), 84
generating (paper), 115
printing, 115
Test mastery criteria, 73
Test percent correct goal, 190
Testing, 70
Third-party downloads, 20
Timeout, 19, 26
TOPS Report, 155, 216
preference, 234
printing from Extended Response page, 186
printing in Assignment Book, 155
TOPS Report and Online Review preference, 234
Training, 9
Getting Results Guides, 9
Training Center, 9
Transferring extended response assignment data, 183
Transferring student data from one class to another, 146

U

Unassigning objectives in the Assignment Book, 152
Unscored assignments, 144
Updates (Did You Know? information), 6
Updating AccelScan software, 30
User groups, 236
User manual for Accelerated Math, 7
User names
    student, 89
User preference, General, 235
User type, 18

V

Viewing a class Assignment Book, 69
Viewing extended response problems, 184
Viewing library information, 38
Viewing objective lists, 52
Viewing sample problems for objectives, 76
Viewing scored assignments, 145
Viewing student details, 144
Viewing student progress in Renaissance Home Connect, 168
Viewing students' online assignments, 105
Viewing worked examples for objectives, 76

W

Worked examples, 76, 99, 171
Working, 70

About Renaissance Learning

Renaissance Learning is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, raise the level of school performance, and accelerate learning for all. By delivering deep insight into what students know, what they like, and how they learn, Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing, and math every day.

Renaissance Learning leverages top researchers, educators, content-area experts, data scientists, and technologists within a rigorous development and calibration process to deliver and continuously improve its offerings for subscribers in over one-third of U.S. schools and more than 60 countries around the world.

Renaissance Learning™
P.O. Box 8036 | Wisconsin Rapids, WI 54495-8036
(800) 338-4204 | www.renaissance.com

R43868.150331